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ABSTRACT

The guide provides a career education curriculum for grades K-6, incorporating the career awareness concept into the ongoing curriculum. The first section, offering guidelines for grades 1-3, focuses on the family. These educational objectives form the organizational foundation for specific grade level instructional objectives, procedures and/or techniques, suggested materials, and evaluation methods. Section 2, offering guidelines for grades 4-6, is organized according to subject area rather than grade level and provides educational objectives for the areas of: health, language arts, mathematics, social studies, and science. Utilizing basic and supplementary textbooks, the guide correlates textbook content and resource materials with activities related to specific career paths. Illustrations and diagrams are provided where useful. The appendix offers 39 pages of science activities and projects, a 27-page bibliography of reference materials and teaching aids, and a 39-page elementary career resource material directory. (MW)

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# CAREER–CENTERED CURRICULUM FOR VOCATIONAL COMPLEXES IN MISSISSIPPI

## Introduction to Career Awareness

Exemplary Project #0-361-0067 in Vocational Education
Conducted Under Part D Public Law 90-576

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# FOREWORD

Education in America today appears to be headed into one of the most exciting eras in educational history. A primary reason for this is the apparent desire of educational leaders for common sense change. This educational leadership spans the entire breadth of educational levels from the local to the national. At last, those who have the power to influence change are responding to the frustrations, as well as to the dreams of education's benefactors.

For too long the school curriculum has been dominated by those who have held a rather limited view as to what constitutes an educated person. The result has been a curriculum embracing a long string of "minuses" for its contribution to skill training which leads directly to employment. Even the "muffled" voices of those who have applauded such education have conversely sounded a strange attitude that it is for "someone else's children."

Hopefully, we have now reached a level of educational maturity which practices the concept that "there is dignity in work." When we have reached this pinnacle of educational maturity, teachers at all levels will be willing to take a new look, as they must, at their subject area fields. After having done so, they can be expected to do some "plowing-up" and "resowing" with new and exciting methods, techniques, and media. This means a change in thinking so that preparation for a career becomes accepted as one of the clear and primary objectives of our system of education.

This compilation of ideas, activities, and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders, and school administrators. It represents the results of a rather extensive effort to incorporate a career education concept into a massive public school system.

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# ACKNOWLEDGMENTS

The compilation of this Curriculum Guide for Career Education was made possible by contributions from numerous individuals. Deep appreciation is offered to all contributors for their time, effort, and talents to make this publication possible. Special acknowledgment is extended to the following:

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The administrative, guidance, and teaching staff of the Jones County school system

The parents and students of Jones County

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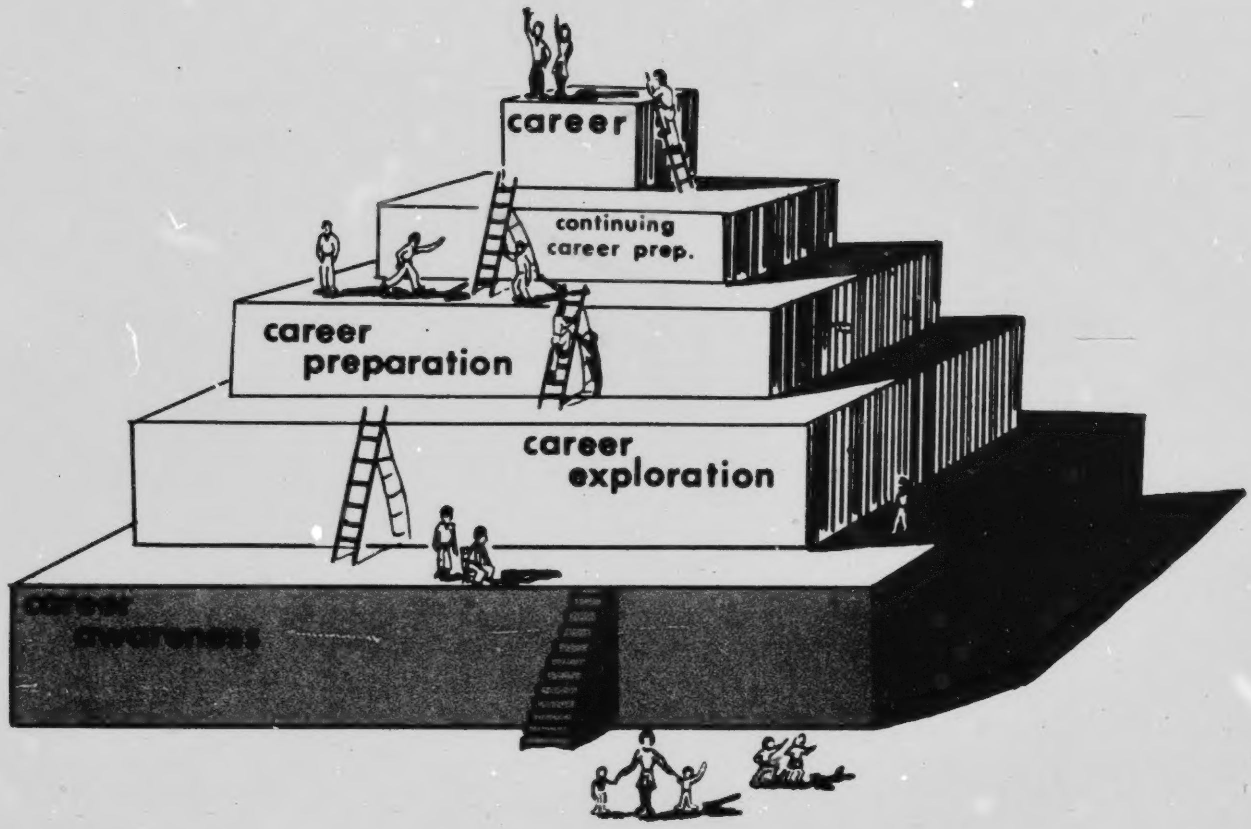
The Research Coordinating Unit and the Curriculum Coordinating Unit at Mississippi State University

The Guidance Department at the University of Southern Mississippi

The resource guests who visited the Jones County Exemplary Program

# Career Education



## CAREER EDUCATION PHASES

AWARENESS PHASE – A time element within the career education concept denoting grades K-6 of the traditional school organization. This denotes the segment of education for orienting the students to their total environment. It should serve as a time devoted to awakening the interest areas of the students, while molding wholesome attitudes and images toward themselves and society.

EXPLORATION PHASE – A time element within the career education concept denoting grades 7-8 and sometimes grade 9 of the traditional school organization. This denotes the segment of education used to explore students' occupational interest areas, while developing certain decision making skills.

PREPARATION PHASE – A time element within the career education concept denoting grades 10-12 of the traditional school organization. This indicates the segment of education for developing primary competencies for both job entry and environmental maintenance which is labeled by some proponents of career education as ". . . skills to live by."

CONTINUING CAREER PREPARATION – A time element in the career education concept used for upgrading and continual development of students' competencies.

## CAREER AWARENESS PHASE

In the Jones County elementary schools, the Career Awareness concept is not taught as an additional subject, but it is fused into the ongoing curriculum. The rationale for employing this strategy is to help the students to become aware of the wide range of career opportunities.

The Career Awareness program is begun by focusing on the family constellation as an orientation point, since the students can more easily relate to a familiar environment. As the students examine jobs held by members of their immediate families, they become aware of the economic and social benefits received from the jobs performed. Then they broaden their viewing of careers to include significant adults who work within the school system, the neighborhood, and the community. As the students advance, they will examine existing careers in the county, the state, the nation and the world.

While the students broaden their perspective of the world of work, they will increase their understanding of self, acquire a positive attitude toward work, and discover that a meaningful relationship exists between the subject matter taught in school and occupations or careers in the world of work.

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# CURICULUM GUIDE

## GRADES 1 - 3

# INTRODUCTION

## GRADES 1 - 3

The coordinator of Elementary Project Activities of the Exemplary Program assisted the teachers in writing and editing the course of study for the elementary grades. All of the teachers in the schools of Jones County were involved in planning and writing this curriculum guide.

Career education activities are fused throughout the entire elementary course of study of the Jones County Schools. In the Exemplary Program, for grades one, two, and three, the Coordinator has taken the Social Studies section from the Jones County Course of Study, **Curriculum Guide, 1 — 3**, and further developed it to contain more career education concepts and activities.

# PHILOSOPHY

## GRADES 1 - 3

The interests of elementary school age children emerge from the home, are intensified as they enter school, and broaden as they identify with their immediate neighborhood and the expanded community. Through a study of man's basic needs, the pupils begin to see the relationship between people and the environment and to understand the interdependence of their own community and other areas of their own country and the world.

## EDUCATIONAL OBJECTIVES

### GRADES 1 - 3

1. The students will discover that their neighborhood includes home, school, and community.

2. The students will develop an understanding and respect for all family members and their responsibilities to each other in the home.

3. The students will develop some knowledge and understanding of the cooperation necessary by all people involved in the total school program.

4. The students will familiarize themselves with the workers and their activities in the home, school and community, such as medical workers, safety workers, and community helpers.

5. The students will discover that communication is an important and necessary part of our everyday world and will become familiar with many different methods of communication, such as books, mail, newspaper, radio, telephone and television.

6. The students will become acquainted with earlier forms of transportation and with various types of transportation that we use today.

## FIRST GRADE

GENERAL OBJECTIVES: The students will increase their knowledge and understanding of the cooperation necessary by all people involved in the total school program.

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will explore, identify and discuss orally the duties of the workers in the school. | Make a bulletin board of school helpers. | | Observe students to obtain their views on school workers as helpers. |
| | Through discussion, have students explain the importance of the principal. Use the following statements as a basis for the discussion.<br>a. The principal is our friend<br>b. The principal is here to help us<br>Invite the principal to talk to the class. | | |
| | Encourage students to discuss what they think the teacher's job is. Fill in with points which children are not familar with. | Pictures of teachers in classrooms | |
| | Have students discuss:<br>a. Who the nurse is<br>b. Why we need a nurse<br>c. How the nurse helps school children<br>Invite the nurse to talk to the class about proper health habits. | Pictures of nurses and their work, and stories about nurses. | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| | Have students discuss:<br>a. What a custodian is<br>b. Why we need a custodian<br>c. How they as students, can help to keep the buildings and grounds clean<br>Ask the custodian to visit your class. | Pictures of a custodian, and any story or poem relating to duties of a custodian | Do students look to the school workers as helpers? |
| | Have students discuss:<br>a. What a cafeteria is<br>b. What cafeteria workers do<br>Plan a trip to the cafeteria to show students how to get a plate, milk, etc. Allow the students to go through the procedure.<br>Show any available filmstrips that apply to workers as helpers. | Pictures of a cafeteria<br>Filmstrips:<br>**The School Community Series**<br>"Our School"<br>"School Helpers"<br>"Our Job in School"<br>"Part of the Team"<br>(Page C-19)<br>**School Helpers Series**<br>"The Teacher"<br>"The Custodian"<br>"The Safety Patrol"<br>"The Principal"<br>"The School Nurse"<br>"The Cafeteria Workers"<br>(Page C-20) | Observe students to obtain their views on school workers as helpers. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
|  |  | Filmstrips and **Picture-Story Study Prints Series**<br>(Page C-34)<br>**School Friends and Helpers Set**<br>(Page C-34)<br>**Family and Community Life Series**<br>(Page C-24) |  |
| The students will examine the physical, social, and emotional aspects of the home as the center of family life. | Emphasize the family situations in the basic readers. Read other stories related to family life. Lead the children to discuss what their home and family means to them. | Filmstrips and Records<br>**School Helpers Series**<br>(Page C-20)<br>Basic readers<br>Library books<br>Magazines<br>Newspapers | Observe students to see if everyone participated in class discussions. |
|  | Use "Schools, Families, Neighborhoods," a multimedia readiness program, to make discussion more interesting. | **Family Community Life Series**<br>"A family at work and play"<br>(Page C-24) |  |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The student will examine the roles of the workers in the home. | Have the students do pantomimes of the work done by each member of the family.<br>Also have them make booklets or posters showing members of the family doing work in the home. Discuss with students how the family must help if mother works; and why parents work, and what they do with the money they earn. Have students present plays about their home life. | Bulletin boards<br>Play written by class<br>Puppets | Observe to see if children understand what work is done by different family members. Observe to see if children understand why they must help in the home. |
| The students will analyze contributions they make in the home. | Discuss ways that the children can help in the home:<br>a. housework<br>b. obey parents<br>c. baby-sit<br>d. personal things | Basic readers<br>Films<br>Children's Library Books<br>Overhead Projector<br>Opaque Projector | Allow for a teacher-led question and answer period. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will discuss needs, such as love, trust, respect, consideration, and responsibility, as contributions of each family member in the home. | Show a filmstrip. Follow the showing of the filmstrip with a question and answer or discussion period to help the students gain an understanding of the interdependence of family members; realize the importance of sharing with the family; develop a respect for the property of other people; and to accept a certain amount of responsibility. Have students draw pictures and state orally the things they may do to show these needs. | Newspapers<br>Bulletin Boards<br>Puppets<br>Filmstrips:<br>**Living with Your Family Series**<br>"What Is a Family"<br>"The Family Has A New Baby"<br>"A Day With Your Family"<br>"Family Fun"<br>(Page C-22)<br>**The Home Community Series**<br>"Our Family to the Rescue"<br>"Family Fun"<br>"Keeping Busy"<br>"Helping Mother and The Family"<br>"Brothers and Sisters"<br>(Page C-19) | Observe to see if all the class participated in discussion. See if pictures the children drew illustrate the needs being discussed. Observe and ask questions to see if the children seem to understand what the films are trying to teach. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
|  |  | **Family and Community Life Series**<br>"Families Have Fun"<br>"Family Members Work"<br>(Page C-24)<br>**Learning to Live Together Series**<br>Part I<br>"Working Together in the Family"<br>"Learning to Be Forgiving"<br>"Learning to Be Unselfish"<br>Part II<br>"Getting Along with Family"<br>"Chuck Learns About Sharing"<br>"Learning How to Be Liked"<br>"Learning To Make Friends"<br>(Page C-23) |  |

GENERAL OBJECTIVES: The students will become familiar with the workers and their activities in the community, such as medical workers, safety workers, and community helpers.

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will be able to list some of the many people who work to provide for our needs and some of the services these workers perform in our community. | Have students orally describe their own experiences with various workers. | Pictures of workers | Observe to see if the children can identify the different community helpers. |
| | Have students construct a model neighborhood and add various workers or place them as they are discussed. | **Peabody Language Development Kit** (Page B-16) | |
| | Have students role-play the different occupations of the community helpers. | Community helpers posters. Have students make an original poster, I Want To Be. | Observe to see if the students realize the importance of the work and of the helpers. |
| | Invite community helpers to the classroom to talk to students about their jobs. | | |
| Students will describe orally the work the postman does as a community helper. | Read stories to students which relate to a postman. | Pictures of a postman | Observe to see if the students can tell the duties of the postman. |
| | Let students visit the local post office. Relate the post office to community helpers. | | |
| | Teach students songs about the postman. | | |
| | Have students construct a toy post office. | Large appliance box for post office | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| Students will describe the duties of a **policeman** and will discuss the varied duties policemen perform to help people and to protect them. | Have students draw pictures of policemen performing various jobs.<br>Show and discuss pictures of policemen being trained. Identify the type of clothes that policemen wear. (Some of these pictures are available from Jones County Exemplary Program)<br>Have students pantomime duties of the patrolman directing traffic. | Songs about policemen<br>Magazines<br>Picture-Story Study<br>Prints with records<br>**Community Helpers Series**<br>"Police Department Helpers"<br>(Page C-24)<br>Filmstrip:<br>**True Book Community Helpers Series**<br>(Page C-22)<br>**Classroom Journeys Series**<br>(Page C-20)<br>**Community Services Series**<br>(Page C-19)<br>**Workers for the Public Welfare Series**<br>(Page C-5)<br>**Community Helpers Series**<br>(Page C-20) | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The pupils will identify the special duties of the fireman and tell how all the members in the neighborhood might help him in his work. | Invite a fireman to visit the class and discuss his duties.<br>Collect magazine pictures of firemen and their equipment. Mount the pictures on a chart. Let students study and discuss the following questions:<br>Who is in charge of the fire department?<br>Why do the firemen have to stay at the station?<br>What is a fire alarm?<br>Arrange for a fireman to bring a fire engine to the school. | Records:<br>"The Fire Engine"<br>RCA Records, Inc.<br>630 5th Ave.,<br>New York 20, New York<br>**Fun on Wheels Series**<br>(Page C-21) | Observe to see if students can identify a fireman, name some of his duties, and recognize his equipment.<br>Observe to see if students can tell why the fireman is important to us. |

## SECOND GRADE

GENERAL OBJECTIVE: The students will develop an understanding and respect for all members of the family and their responsibilities to each other in the home.

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will be able to describe the responsibilities that mothers have in the home. | Have students find pictures in magazines or books of mothers working in the home. | Old magazines | Have a simple multiple choice test consisting of duties the mother performs in the home. |
| | Have students make a mural showing mother cleaning the house and caring for baby. | Butcher paper | |
| | Have students act out a situation where one member of the family is sick. Have them show ways mother helps to get him well. | Thermometer, empty medicine bottles, telephone, juice glass | |
| | Show filmstrips. | Filmstrips:<br>**Living With Your Family Series**<br>"A day with Your Family"<br>"What is a Family?"<br>(Page C-22) | |
| | Read stories to students about mother helping her family. | Basic Readers,<br>Library Books | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will be able to name jobs that fathers do around the home. | Have students list jobs that fathers do at home. | Paper and pencil | |
| | Have students act out father doing a job at home. Let other students try to guess the job. | | Have the children list jobs orally that fathers do in the home. |
| | Read stories to students of fathers working. | Basic Readers,<br>Library Books | |
| | Show filmstrip. | **Family and Community Life Series**<br>"A Family at Work and Play"<br>(Page C-24) | Observe children's awareness of the duties performed by the father. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will be able to tell what children in the home can do to help, and will be able to identify the responsibility each child has for putting his personal belongings away. | Have students make posters of children setting the table, carrying groceries, cleaning the yard, carrying out the garbage, etc. | Old magazines | Listen for favorable responses to oral questions about the duties children have with their belongings. |
| | Teach students songs pertaining to cleaning up toys. | | Observe answers as students name ways to make a room tidy. |
| | Have students name responsibilities, such as hanging up clothes, making beds, cleaning room. | | |
| | Have each student tell before the class "One Thing I Did in My Room to Help." | | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will be able to state reasons why sharing and helping brothers and sisters are important contributions that help each member of the family. | Show filmstrip and listen to records about sharing and helping.<br>Have students tell ways to help baby brother or sister, such as helping with bath, playing games he likes, or sharing a toy with him.<br>Have students write simple stories of "Ways I Can Share My Belongings." | Filmstrips and Records:<br>**The Home Community Series**<br>"Brothers and Sisters"<br>"Helping Mother and Family"<br>(Page C-19)<br>**Primary Social Studies Series**<br>"Family Members Work"<br>(Page C-22)<br>**Learning to Live Together Series**<br>"Chuck Learns About Sharing"<br>(Page C-23)<br>**Me, Myself and I Series**<br>"What About Other People"<br>(Page C-8) | Observe answers as students list personal belongings they could share with brother and sister. |

GENERAL OBJECTIVES: The students will increase their knowledge and understanding of why cooperation is necessary by all people involved in the total school program.

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will state orally some reasons why a school must have a principal. | Invite the principal to visit the classroom to participate in a question and answer period. |  | Observe response of students to oral questions concerning the need for school officials. |
|  | Have a committee of students visit the principal's office and interview him. |  | Evaluate oral reports made by students concerning the importance of school officials. |
|  | Have students list duties of the principal. |  |  |
| The students will state orally reasons why the teacher is a a member of the school community. | Have students count the number of teachers in the school. |  | Observe reactions of students to visitors. |
|  | Have students interview each teacher in the school and ask questions concerning:<br>a. family<br>b. education<br>c. hobbies<br>d. subject area |  | Evaluate student answers on a simple true and false test. |
|  | Have special area teachers visit the classroom. |  |  |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will identify the duties of the school nurse. | Have students list duties of the school nurse.<br>Invite a nurse to visit the classroom and explain the duties of a school nurse.<br>Show filmstrips. "The School Nurse" | Filmstrips:<br>**School Helpers Series**<br>"The School Nurse" (Page C-20) | Listen to students' response to oral questions concerning nurses and secretaries. |
| The student will state orally the need and the duties of a school secretary. | Have the school secretary visit the classroom to talk with students about her occupation.<br>Let a committee of students visit the school office and observe the school secretary at work. | Filmstrips:<br>**Mothers Work, Too Series**<br>"My Mother Works in an Office" (Page C-20) | Observe the children as they react to resource people. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will identify points of interest in the lunchroom and will observe the duties performed by the different workers in the lunchroom. | Arrange a time for children to visit the lunchroom while the workers are preparing a meal. | | Have students draw pictures of what they saw in the lunchroom; display the art. |
| | Discuss with students where the food comes from:<br>a. dairy<br>b. farms | | Make careful observations of children in the lunchroom. |
| | Discuss and have students learn manners to be used in the lunchroom. | | |
| | Invite the Home Ec. teacher as a resource person to explain table manners. | | |
| The students will demonstrate that they recognize the duties of a school bus driver by writing the duties in a booklet. | Have students list and discuss the qualifications of a bus driver and the duties he performs. | | Have students list orally 3 safety rules. |
| | Have a school bus driver to visit the classroom and explain his occupation. | | |
| | Have students make a safety rule booklet. | | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will become aware of some of the reasons why a school needs a janitor | Have children observe the janitor at work.<br>Have students discuss the duties of a janitor.<br>Have students list ways they could help the janitor keep the school clean. |  | Teacher observation<br>Oral discussion |

GENERAL OBJECTIVE: The students will become familiar with the workers and their activities in the community, such as medical workers, safety workers, community helpers.

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will become familiar with the medical aides in the community, such as:<br>a. Doctor<br>b. Nurse<br>c. Nurse's Aide<br>d. Ambulance Driver<br>e. Dentist<br>f. Druggist | Have students discuss people who help us stay well.<br>Invite a doctor, a nurse, a nurse's aide, an ambulance driver, a dentist and a druggist to talk to the class about their careers.<br>Show filmstrips.<br>Display pictures of medical aides; ask students to identify each aide, and to dramatize the duties of each of the workers. | Posters<br>Filmstrips:<br>**Community Services Series**<br>"Our Health Department"<br>(Page C-19)<br>**Some Neighborhood Helpers Series**<br>(Page C-5)<br>Story Books | Listen for favorable responses to discussion about activities provided through question and answers about these workers. |
| The students will be able to name some of the people who help and protect all citizens:<br>a. Policeman<br>b. Sheriff<br>c. Highway Patrol<br>d. Fireman | Have students list people who help keep us safe.<br>Have students read and talk about duties of each.<br>Display safety pictures and posters.<br>Show filmstrips.<br>Have students make charts listing the duties of the law enforcement workers and the equipment used by each of them.<br>Invite some of the community helpers to come and visit the classroom and describe some of their occupational duties to the class. | Old magazines<br>Filmstrips:<br>**True Book of Community Helpers Series**<br>(Page C-22)<br>**Classroom Journeys Series**<br>(Page C-20)<br>**Community Services Series**<br>(Page C-19) | Observe students' abilities established through discussions and simple questions and answers to be aware of the duties performed in the community for their safety. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will become aware of some of the many workers who help supply our needs in the community; these might be:<br>a. Preacher<br>b. Postman<br>c. Farmer<br>d. Carpenter<br>e. Merchant<br>f. Cashier<br>g. Road workers<br>h. Barber<br>i. Banker<br>j. Mechanic<br>k. Service Station Attendant<br>l. Telephone Service<br>m. Paper Boy<br>n. Milkman<br>o. Bread Man<br>p. Soft Drink Man<br>q. Snack Salesman | Have students list people who are helpers in our community.<br>Have them list their duties and the need for each.<br>Display pictures students make.<br>Show filmstrips.<br>Tell stories (oral or written).<br>Make charts.<br>Display art activities.<br>Go on field trips.<br>Invite speakers.<br>Listen to recordings.<br>Have students work crossword puzzles.<br>Display equipment and have students enjoy using it when possible.<br>Tell riddles.<br>Have students role-play.<br>Invite parents who are available to visit the classroom and talk to the students about their jobs.<br>Use the "Occupational" section of the **Peabody Language Arts Kit.** | Posters<br>Pictures<br>Charts<br>Records<br>Filmstrips:<br>**Fathers At Work Series**<br>**Mothers Work, Too Series** (Page C-20)<br>**The Utility Worker Series** (Page C-16)<br>**Trips Here and There Series** (Page C-2)<br>**Where Our Daddies Work Series** (Page C-1)<br>**Little Town -- U. S. A. Series**<br>**Big City -- U. S. A. Series** (Page C-3)<br>**Some Neighborhood Helpers Series**<br>**Our Neighborhood Workers Series**<br>**Workers for the Public Welfare Series** | Observe, through oral and written exercises, children's responses to the duties performed by the community workers and the services they render. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
|  |  | (Page C-5)<br>**My Mother Has a Job Series**<br>(Page C-7)<br>**Peabody Language Kit**<br>**Community Helpers Series** |  |

GENERAL OBJECTIVES: The students will become aware that communication is an important and necessary part of our everyday world and will also learn the number of different methods of communications, such as books, mail, newspapers, radio, telephone and television.

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will identify facts and ideas contained in three different books. | Show filmstrips, "A Visit to the Library" and "Taking a Trip With a Book."<br>Have students listen to a cassette entitled, "Getting to Know the Library."<br>Take students to the library and show them how and where to look for certain kinds of books and how to check them out.<br>Have the students make a book by drawing or cutting out pictures and writing a simple story about them.<br>Have students identify the jobs of each of the workers in the library.<br>Show the filmstrip set, **The Community Series**, as each type of communication is studied. | Filmstrips:<br>**Community Helpers Series**<br>"A Visit to the Library"<br>"Taking a Trip With A Book"<br>(Page C-20)<br>Cassette:<br>**Let's Imagine Going Places Series**<br>"Getting To Know the Library"<br>(Page C-39)<br>Art Materials<br>Filmstrips:<br>**The Community Series**<br>"Communications: The Newspaper"<br>"Communications: Television"<br>"Communications: Motion Pictures"<br>"Communications: The Telephone"<br>"Communications: Books"<br>"Communications: Communicating Without Words" (Page C-17) | Observe the students' ability to find books in the library for and by themselves, and their ability to check them out properly.<br>Observe students' ability to answer questions and participate in discussions about the story. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will identify letters as an important way to communicate with people who live far away. Also, they will learn that things other than letters travel through the mail, such as packages and money orders. | Invite a post office worker to visit the classroom and give a talk on the mail service. | Money Order | Evaluate students' ability to answer orally simple questions about the postal service. |
| | Demonstrate to the class how to wrap and address a package for mailing. | Book:<br>**I Want to Be A Postman** | Have students name two articles other than letters that go through the mail. |
| | Show the students a money order and explain its use. | Filmstrips:<br>**Community Helpers Series**<br>"Our Post Office"<br>"Postal Helpers"<br>(Page C-24) | |
| | Read aloud to the class, **I Want to Be a Postman.** Show filmstrip about postal workers. | **Home Services Series**<br>"Mail Delivery"<br>(Page C-16) | |
| The students will become familiar with the newspaper and the fact that it is a media for giving current news. | Have the students examine a newspaper in class and identify different types of features and articles. | Provide each student with a newspaper. | Observe students' ability to locate and identify a certain feature in a newspaper. |
| | Have students tour a newspaper printing office to see how the newspaper is made. | | |
| The students will become aware that headlines are the important happenings of a recent date. | Have students observe jobs that people have in a newspaper plant. | | Have students point out a headline on a newspaper. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will identify radio programs that are informative and entertaining. | Bring a radio to school and allow the class to listen to different types of broadcasts. | Radio | Observe students as they list orally three types of radio programs, such as news, weather, music, announcements, and advertisements. |
| The students will become familiar with at least one news broadcast, and will state orally one news item they heard. | Have the class prepare a short radio broadcast to perform before another class.<br>Have the students make oral reports on a certain news broadcast. | Microphone, script for radio broadcast | |
| The student will learn to correctly and courteously place a local call. | Bring at least two toy telephones and allow the students to practice making calls to each other. Stress courtesy and clear speech. | Two or more toy telephones<br>Several telephone directories | Observe students as they correctly place a local telephone call using a toy telephone. |
| The students will become aware that names in the telephone directory are listed in alphabetical order. | Have students examine a telephone directory.<br>Write a list of last names on the board and have each student list these in alphabetical order on his paper.<br>Let students view films and filmstrip on the telephone. | Filmstrips:<br>**Our Community Utilities Series**<br>**The Utility Workers Series**<br>"Telephone Servicers" (Page C-16) | Observe students as they correctly alphabetize a list of names. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will name three different types of television programs, choosing from drama, variety, news, comedy, movies, cartoons, commercials, and sports. | Instruct the students to make a list of their favorite television programs, and discuss the type of programs that are found on the list. | A cardboard box with a large square cut from one side. | Observe the students as they name three different types of television programs. |
|  | Have students construct a small box television by using a cardboard box with a square cut from one side. Tell them to have the pictures drawn on a paper that is attached at each end to a cardboard tube or roll. | A long strip of paper, each end being attached to a cardboard tube. | Evaluate the students as they orally tell why commercials are used on television. |
| The students will vecome aware of the reason for commercials in news media. | Have the class listen to the cassette tape, "Visiting a Television Station." | Cassette Tape:<br>**All Aboard! Let's Go Series**<br>"Visiting a Television Station"<br>(Page C-39) |  |
|  | Have the class dramatize a television commercial. Explain that commercials help pay for television programs and that they advertise products. |  |  |
|  | Have the students list the jobs held by the employees of a television station. |  |  |
|  | Invite a person who is employed in television to come and visit the class. Ask the television employee to describe the duties he performs in his job. |  |  |

GENERAL OBJECTIVES: The students will become acquainted with earlier types of transportation and with various types of transportation that we use today.

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will identify commonalities in the development of civilization and transportation. | Discuss with students the reasons why walking was the only means of transportation available to early man.<br>Explain to students how the pack helped early man transport his load. | **Eye Gate** tape and filmstrip,<br>**The Story of Transportation Series**<br>(Page C-6)<br>Old Magazine | Evaluate students as they answer simple, oral questions. |
| The students will list orally the animals used in transportation. | Have students list all animals used in transportation.<br>Discuss with students the reasons why certain types of animals are used in different countries.<br>Have students cut out pictures of animals used in transportation. | | |
| The students will state orally at least three occupations related to transportation. | Job Basket - List for students jobs on pictures of cars, trains, planes etc. Let three students draw pictures from a basket and tell the class the jobs that are listed on the pictures. | | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will become aware of the part that the railroad played in transportation. | Have students visit a railroad station and describe in writing their impression of the activities taking place in the station. | Eye Gate film and tape, **The Story of Transportation Series**<br>"The Railroad in Transportation"<br>(Page C-6) | Administer simple true and false questions after the unit has been completed. |
| | Tell the story of the completion of the first transcontinental railroad to students. | | |
| | Ask the students to collect pictures of trains. | Pictures of trains | |
| | Discuss with the students the use of tanker cars, freight trains, and refrigeration cars. | | |
| The students will compare earlier forms of water transportation with present day transportation by identifying pictures of four different types of transportation. | Discuss different types of ships and their uses with students. | Pictures of different types of ships | After discussion of film, ask simple oral questions to test students. |
| | Instruct students to make posters of different types of water transportation by cutting pictures from magazines. | Filmstrip:<br>**The Story of Transportation Series**<br>(Page C-6) | |
| | Show film of early forms of water transportation. | **Transportation: An Ocean Port Series**<br>(Page C-16) | |
| | Have students role-play activities of persons employed in water transportation. | **Transportation Series**<br>(Page C-24) | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| After studying a unit on airplanes the students will describe the important part air vehicles play in our present-day mode of transportation. | Ask the students to find pictures of as many different types of airplanes as possible.<br>Discuss and show pictures of the type of airplanes used in World War I, II, the Korean Conflict, and the Vietnam War.<br>Let the students bring model airplanes to show the class and tell about.<br>Show filmstrip or slides.<br>Discuss occupations of airport workers with students. | **Childcraft**, Volume 1<br>Pages 210-256<br>Pictures of airplanes<br>Filmstrips:<br>**Transportation Series**<br>"Airports and Airplanes"<br>**Traveling In and Out of Our City Series**<br>(Page C-25)<br>**Transportation Series**<br>"Kinds of Airplanes"<br>"Airport Workers"<br>(Page C-24) | Listen for favorable response of students to oral discussion. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will identify orally the different types of modern land transportation. | Have students make a scrapbook that shows and describes various types of automobiles, trucks, and buses. | Old Magazines | |
| | Discuss with the students the following modes of transportation:<br>a. Fuel truck<br>b. Moving vans<br>c. Dump trucks<br>d. Fire truck<br>e. School bus | Poem "Trip Across Country," **Childcraft,** Page 77<br>Filmstrips:<br>**Traveling In and Out of Our City Series**<br>(Page C-25) | |
| The students will state orally at least three "occupations on wheels." | Conduct a round table discussion — Teacher and three students —<br>Student I — I work in an automobile factory. I paint cars.<br>Student II — I load fruit on a truck.<br>Student III — I drive a school bus.<br>Have the class ask questions concerning the jobs mentioned. | **Our Working World Series**<br>"The City and Transportation"<br>(Page C-17)<br>**Transportation Series**<br>"How People Travel in the City"<br>"Moving Goods for People in the City"<br>(Page C-24) | |

## THIRD GRADE

GENERAL OBJECTIVES: The students will become aware that earning a living is an important facet of family living, and that there is dignity in all work.

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will discuss the importance of earning a living and will list in writing at least six occupations that will enable individuals to earn a living. | Explain to students the relationship among the goods, services, and the cost of goods and services.<br>Point out to students the importance of earning a living.<br>Ask the students to draw pictures that will depict ways of earning a living.<br>Allow students to tell about the jobs their parents have. | **Community Helpers Series** Multi-Media Kit (Page C-24)<br>**The American Farmer and Our Food Supply Series** (Page C-5)<br>**All Aboard! Let's Go Series** (Page C-39)<br>**Life on the Farm Series** (Page C-19)<br>**How We Get Our Food Series** (Page C-24) | Have students write a paragraph on various ways of earning a a living. |
| The students will be able to state orally the various occupations held by parents, relatives and friends in today's world of work | Present to students various occupations available.<br>Talk about the responsibilities and skills involved in occupations with students.<br>Have pupils make posters on various ways of earning a living.<br>Discuss with students necessity for many of our jobs today.<br>Have each pupil write and illustrate what he would like as his chosen vocation. | **Fathers at Work Series**<br>**Mothers Work, Too Series** (Page C-20)<br>**Our Neighborhood Workers Series** (Page C-5)<br>**Where Our Daddies Work Series** (Page C-1)<br>Visit from a forester<br>Visit from telephone representative | Have students list at least ten occupations in today's world. |

| GENERAL OBJECTIVE: The students will become aware of the importance of food, shelter, and clothing in their daily lives. | | | |
|---|---|---|---|
| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
| The students will identify some of the foods we eat. | Have students make a list of foods we eat.<br>Have students make a chart showing basic foods for breakfast, lunch, and dinner. | Vocabulary chart of words used in the unit.<br>Chart of daily foods<br>Magazine pictures of food | Have students identify foods as presented visually. |
| The students will list the sources of the foods that they identify. | Arrange a bulletin board for the class of pictures of food. Classify them according to the source (local, state, United States, other countries). Read labels to students to find where foods come from. Discuss with the class which foods come from animals and which foods come from plants. | Pictures of food<br>Filmstrips:<br>**How We Get Our Food Series**<br>(Page C-24)<br>Collection of food labels | Have students contrast foods and the locality from which they are produced.<br>Have students identify 4 foods that originate from animals and 4 foods that originate from plants. |
| The students will list orally at least three jobs that are related to food. | Have students list at least three jobs that must be performed before the foods shown on the bulletin board can be served to an individual. | Textbooks and reference books<br>Filmstrips:<br>**Where Does It Come From? Series**<br>(Page C-1)<br>**Food and Food Helpers Series**<br>(Page C-24)<br>**Community Series: Agriculture and Industry**<br>(Page C-16) | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will state methods of preserving foods and the reasons for preserving foods. | Discuss with students refrigeration as a method of preserving food. | Textbook and reference books. | Have student to bring a label from canned or frozen food, and explain how the food was canned or frozen. |
|  | Discuss with students freezing as a method of preservation. | Filmstrips:<br>**How We Get Our Food Series** |  |
| The students will list orally two occupations related to refrigerators, freezers, and metal cans. | Have students role-play repairing a refrigerator. | "The Story of Milk" |  |
|  | Discuss canning in preservation of foods with the class. | "The Story of Fruits and Vegetables"<br>(Page C-24)<br>Magazines |  |
|  | Have students role-play selling a freezer to a housewife. | Pictures from magazines | Were students able to classify fabrics according to plant, animal, or man-made? |
|  | Discuss drying in preservation of food with students. |  |  |
|  | Have students make a poster using pictures from magazines that show people working in the food occupations. |  |  |
|  | Invite a cafeteria worker as a resource person. |  |  |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will recognize the sources of natural fibers. | Arrange for the class a bulletin board of pictures of the sources of fabrics.<br>Arrange for the class a display of raw materials used for clothing.<br>Show students how the raw materials are converted into finished products. | Filmstrips:<br>**How We Get Our Clothing Series**<br>"The Story of Cotton"<br>"The Story of Wool"<br>"The Story of Leather"<br>"The Story of Rubber"<br>(Page C-24) | Have students give reports about sources of different types of fabrics. |
| The students will state orally at least three occupations related to cloth. | Discuss with students the clothing industry jobs that are held by people the students know.<br>Invite a person or persons who has one of these occupations to come visit the class. | **How Things Are Made Series**<br>"Making Clothing"<br>(Page C-3)<br>**Community Series: Agriculture and Industry**<br>"Manufacturing Clothing"<br>(Page C-16) | Have the students name raw material and give an example of the finished product. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will compare different types of homes. | Discuss with students materials used to build houses.<br>Discuss with students sources of building material.<br>Have students compare homes in different geographical sections of the world.<br>Have students construct a diorama of homes in different geographical sections.<br>Have students compare homes used at different periods in our history.<br>List jobs found in home-building that the students can name.<br>Use **Judy's "See-Quees"** sequence story board "Building A House." | Filmstrips:<br>**How We Get Our Homes Series**<br>"Planning the Home"<br>(Page C-24)<br>Textbooks and reference books in the classroom<br>Filmstrips:<br>**The Story of Houses Series**<br>"Castle and Manor Houses"<br>"Homes Around the World"<br>" Homes of the American Indians"<br>"Homes of the U. S. – Old and New"<br>(Page C-6)<br>**How We Build Things Series**<br>"How We Build Houses"<br>(Page C-5) | Have students list materials used in building houses.<br>Have students name the sources of building materials.<br>Evaluate the ability of students to choose pictures of different kinds of homes. |
| The students will state orally at least three occupations related to building materials used to construct homes. | Make a question box for the class – Draw windows and doors on a shoe box. List questions and answers concerning occupations related to:<br>a. brick<br>b. lumber<br>c. metal.<br>(Contd.) | **How We Get Our Homes Series**<br>(Page C-24)<br>**Community Series: Agriculture and Industry**<br>(Contd.) | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
|  | Example: I am a brick. Who will use me?<br>A brick mason. (Have students describe his job.) | "Building Houses"<br>(Page C-16)<br>**Field Trips Out of the Ordinary Series**<br>"A Field Trip to a Lumber Mill"<br>(Page C-5)<br>**Little Town, U. S. A. Series**<br>"Building a House in Little Town"<br>(Page C-3)<br>**"See-Quees"** Sequence board, "Building a House"<br>Martin Equipment Co.<br>303 East Hamilton<br>Jackson, Mississippi |  |

GENERAL OBJECTIVE: The students will become aware of the importance of the development of communication and transportation in bringing the people of the world closer together.

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will discuss ways of communication. | Present to the class **Telezonia**, furnished by South Central Bell Telephone. | **Telezonia** | Observe the telephone techniques used by individual pupils. |
| | Have students explore the use of the short wave radio.<br>Have students explore equipment used at an airport. (Visit an airport if possible.)<br>Show slides about an airport to students. | Filmstrips:<br>**The Community Series: Communications Set**<br>"Communication: The Telephone"<br>(Page C-17)<br>**The Story of Communication Series**<br>(Page C-6)<br>Resource person from South Central Bell Telephone Company<br>A short wave radio set<br>Slides:<br>"Airport Workers"<br>(Page C-35)<br>Records:<br>**Development of Communication Series**<br>(Page C-38) | |
| (Contd.) | Discuss with students the telegraph as a means of communication. | A chart of the telegraph code. | Have pupils write their own telegraph messages. |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| | | An actual telegraph message | |
| | Emphasize the importance of radio, television, and newspapers as methods of communication in daily lives. (Make field trips with the class to a radio or television station and a newspaper office.) | A radio station, a newspaper office, a television station (the above to be used for field trips) | Have students write a paragraph about their field trip. |
| | Have pupils make posters illustrating various methods of communication. | Magazines<br>Tapes:<br>**All Aboard! Let's Go Series** | Have pupils write a short newspaper. |
| The students will list orally at least five occupations related to the telephone, telegraph, radio and television. | Let students play "On The Air" – a TV show – Example: Have a student hold a poster showing a telephone. Have another student talk over a toy telephone and tell three jobs that have resulted from the discovery of the telephone.<br>a. Telephone operator<br>b. Repairman<br>c. Pole setting | "Visiting a Television Station"<br>"Visiting a Computer Center"<br>(Page C-39)<br>Filmstrips:<br>**Workers For the Public Welfare Series** | |
| | Discuss the post office and library with students as related to communication. | "The Post Office and Postal Workers"<br>"The Library and the Librarian"<br>(Page C-5) | |
| | Have students prepare a letter for mailing. | **Community Helpers Series**<br>(Page C-20) | |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will describe and recognize various methods of travel. | Point out to students the importance of the car as a mode of transportation. | Models of cars, trucks, etc.<br>Magazines | Have pupils list the various uses of cars and trucks. |
|  | Present to the class the importance of a truck as a means of transportation and as an aid in earning a living. | Multi-Media Kit — **Transportation Series** (Page C-24) |  |
| The student will list at least two occupations in which trucks are utilized. | Have students carry out the following activity: "Trucking is My Business"<br>Student I— I own my truck. I load and deliver furniture, and I drive an air-conditioned truck. I am paid by the furniture store owner.<br>Student II— I am a produce truck loader. I load boxes of food into a truck. I work for a fruit packing company. | Filmstrips:<br>**True Book Community Helpers Series** (Page C-22)<br>**The Story of Transportation Series** (Page C-6)<br>**Traveling In and Out of Our City Series** (Page C-25)<br>**Our Working World Series** "The City and Transportation" (Page C-17)<br>**The Story of Transportation Series** "Modern Land Transportation" (Page C-6)<br>(Contd.) |  |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
|  | Have students explore the different areas of public transportation.<br>Present to students the importance of trains as a method of transportation and as an aid in earning a living.<br>Have students construct a mural of a train carrying various types of cargo. | **Families Around the World Series**<br>"Transportation"<br>(Page C-3)<br>**Workers for the Public Welfare Series**<br>"Transportation and Transportation Workers"<br>(Page C-5)<br>Films and Records:<br>**Community Series: Transportation**<br>"Transportation: Trains"<br>(Page C-16)<br>**Classroom Journeys Series**<br>(Page C-20)<br>**Our Heritage of American Folk Music Series**<br>"Songs of the Railroad"<br>(Page C-33) |  |
| The students will state orally at least three occupations that are directly related to boats.<br>(Contd.) | Have students draw a picture of their favorite type of boat.<br>Have students list at least three occupations that are performed on a boat, such as:<br>a. sailor<br>b. pilot | **The Story of Transportation Series**<br>"Transportation by Water"<br>(Page C-6)<br>**Transportation: An Ocean Port Series**<br>(Page C-16) |  |

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
|  | c. deck-hand | Tapes:<br>**All Aboard! Let's Go Series**<br>(Page C-39)<br>**Exploring With Riddles and Rhymes Series**<br>"Places and Transportation"<br>(Page C-1)<br>**Heritage of Our American Folk Music Series**<br>"Songs of the Sea"<br>(Page C-33)<br>Records:<br>**Development of Transportation Series**<br>(Page C-38) |  |

GENERAL OBJECTIVES: The students will show growth in skills that are needed for success in the social studies program (reading directional concept and the use of language).

| INSTRUCTIONAL OBJECTIVES | PROCEDURES AND/OR TECHNIQUES | SUGGESTED MATERIALS | METHOD OF EVALUATION |
|---|---|---|---|
| The students will give the four different directions orally and will draw a map of their school community. | Explain to students the origin of direction. | Maps | Have students illustrate directions on a map. |
| | Present to the class the four different directions separately. | Compasses | |
| | | Globe | |
| | Point out to students various methods of determining direction. | Charts | Have students illustrate giving directions to the rest of the class. |
| | Have the students draw a map of their school community and give directions to their homes. | | |
| The students will correctly use and read simple maps and charts. | Present to the class directions as related to maps and globes. | | |
| | Have students investigate the need for various types of charts. | | |
| The students will identify at least one occupation related to map or chart reading. | Show filmstrips. | Filmstrips:<br>**Maps and How to Use Them Series**<br>(Page C-11) | Teacher observation |
| | Have students role-play the following situation:<br>Mid-port Airway Station Situation<br>The airway clerk is on duty. A customer arrives and asks to be routed from Jackson, Mississippi, to Dallas, Texas. The clerk traces the route on the map and explains stops, changes, etc. to the customer. | | |

# INTRODUCTION GRADES 4 - 6

# HEALTH GRADES 4 - 6

# INTRODUCTION

## GRADES 4 - 6

The career education program for grades four, five, and six has been developed in an entirely different format than the format used for grades one, two, and three. This change was made to fill the requests and needs of teachers of the upper elementary grades.

The adopted textbooks used in the schools, the course of study for the county, and the career education materials, have been used as aids in the development of suggestions for occupation lists, activities and materials to be used for each grade level and subject area in these grades. The page numbers in both basic and supplementary adopted textbooks, the Jones County Course of Study, **Curriculum Guide for Jones County Schools grades 4 — 6**, and the available materials from the Exemplary Program have been coordinated in the suggestions developed.

# HEALTH

## EDUCATIONAL OBJECTIVES

## GRADES 4 - 6

1. The students will discover that good physical health not only means the absence of disease, but also means that they are able to use their bodies efficiently and effectively to perform many necessary tasks of life – at home, school, work and in the community.

2. The students will take the responsibility for their own personal cleanliness and will share the responsibility for keeping their own surroundings clean.

3. The students will increase their understanding of how their bodies function, how they learn, and how they grow and develop.

4. The students will develop some understanding that their bodies must grow, work, fight disease and repair themselves with an adequate diet; and that it is their responsibility to choose foods wisely.

5. The students will demonstrate that to be honest and fair to others – at home, in school, in group activities, and in sports, brings personal victory and encourages the trust of those associated with them.

6. The students will identify the reasons why they are responsible for learning to get along with others.

7. The students will demonstrate that the ability to get along with others and form friendships makes them happier people.

8. The students will participate in activities which indicate that doing their share is part of belonging to a group, and that decisions should be arrived at by friendly discussion rather than heated arguments.

9. The students will demonstrate the facts that good manners and fulfilling social obligations help people get along with others.

10. The students will recognize that maturity involves learning to handle fears and prejudices so that they do not interfere with life, and that problems should be faced squarely instead of avoided.

11. The students will identify careers related to different aspects of health as each educational objective is developed.

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Health
Adopted Text: HEALTH 4, Second Edition, Laidlaw Brothers

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Getting Along With Others" (Pages 6 – 21) | To work at any job, a person must learn to get along with others.<br>All careers involve getting along with others. | Have students make a chart or poster using desirable personality traits.<br>Have students write a paragraph about their strengths and weaknesses. | Filmstrips:<br>**Patterns of Behavior Series**<br>(Page C-1)<br>**Little Things That Count Series**<br>(Page C-2)<br>**Living With Your Family Series**<br>(Page C-22)<br>**Getting Along in School Series**<br>(Page C-16)<br>**What Do You Expect of Others? Series**<br>(Page C-17)<br>**Noisy Nancy Norris Series**<br>(Page C-17)<br>**You Got Mad: Are You Glad? Series**<br>(Page C-17)<br>**We're Growing Up Series**<br>(Page C-8)<br>**Me, Myself and I Series**<br>(Page C-8) |
| "Growing Up" (Pages 182 – 197) | | Have the students select a "Citizen of the Week" for their classroom.<br>Make tape recordings of pupils' voices to replay.<br>Show filmstrips about getting along with others and discuss them with the class.<br>Have students make a list of the things a person should do to be able to get along with others.<br>Have students make a scrapbook about "The Person I Want To Be." Among things to include are:<br>a. List of good habits I want to form<br>b. List of bad habits I need to break<br>c. Pictures of people showing proper<br>(Contd.) | |

CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Health
Adopted Text: HEALTH 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | personal appearance for many different occasions.<br>d. Possible careers I think I might like to follow. | **Learning to Live Together Series**<br>(Page C-23)<br>**Developing Basic Values Series**<br>(Page C-21) |
| | | Have students write a story at the end of the year about how they have improved this year. | **Manners Make A Difference Series**<br>(Page C-8)<br>Records:<br>**Living With Others Citizenship I, II Series**<br>(Page C-38)<br>Filmstrips:<br>**Getting to Know Me Series**<br>**Primary Social Studies-Group I Series**<br>(Page C-22)<br>**Tales of the Wise Old Owl Series**<br>(Page C-21)<br>**It's Up to You Series**<br>(Page C-2)<br>**Families in Action Series**<br>(Page C-2) |
| | | (Contd.) | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Health
Adopted Text: HEALTH 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | | **Learning About Manners Series**<br>(Page C-25)<br>**Guides for Growing Series**<br>(Page C-3)<br>**Learning to Live With Others Series**<br>(Page C-25) |
| "Safety and You"<br>(Pages 22 – 37) | Fireman<br>Policeman<br>Patrolman<br>Sheriff<br>Deputy Sheriff<br>Detective<br>Traffic Officer<br>Policewoman<br>Fire Safety Supervisor<br>Fire Inspector<br>Fire Prevention Analyst<br>Safety Director<br>Fire Marshall<br>Fire Captain<br>Fire Chief | Have students make a list of fire hazards found at each student's home. Compile these for a list for the classroom. Invite fireman to visit the school and give a talk and a demonstration concerning safety.<br>Plan fire drills for the class to complete the study.<br>Have students make a list of other hazards than fire found inside the homes.<br>Have students make a list of rules for bicycle safety.<br>(Contd.) | Resource People:<br>Fireman<br>Patrolman<br>Policeman<br>Filmstrips:<br>**True Book of Community Helpers Series**<br>(Page C-22)<br>**Classroom Journeys Series**<br>(Page C-20)<br>**Community Services Series**<br>(Page C-19) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  |  | Let students play the following game:<br>Who wears this hat?<br>List at least four occupations that are related to fire protection or fire prevention. List the name or title of the occupation on a piece of paper. Place the paper over the band of a hat. Place the hat on a student's head. The student will describe the duties of the particular job and the preparation necessary to qualify for the job. | **Community Helpers Series**<br>(Page C-20)<br>**Big City – U. S. A. Series**<br>(Page C-3)<br>**Workers for the Public Welfare Series**<br>(Page C-5)<br>**Mother Goose Village Series**<br>(Page C-1)<br>**School Series Set I: Rules and Plans**<br>(Page C-16)<br>See above filmstrips |

## CAREER EDUCATION – ELEMENTARY LEVEL

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|---|---|---|---|
| | First Aid: Personnel<br>Doctor<br>Nurse<br>Nurse's Aide<br>Ambulance Driver | Ask a resource person to visit the school and talk about first aid. | Resource People:<br>County Health Worker<br>Nurse<br>Doctor<br>Red Cross First Aid Instructor |
| "Your Skin"<br>(Pages 38 – 53) | Physician<br>Registered Nurse<br>Practical Nurse<br>Dermatologist<br>Bacteriologist<br>Pathologist | Ask the students to make a check list of qualities necessary for good grooming and place these in their self-improvement book or "The Person I Want To Be" book.<br>Ask a nurse to speak on care of our skin, hair, clothes, figures, etc. | |
| "Your Nose and Throat"<br>(Pages 54 – 69)<br>"Your Ears"<br>(Pages 70 – 85)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 119 – 120) | Physician<br>Nurse<br>Bacteriologist<br>Medical Laboratory Assistant<br>Inhalation Therapy Technician<br>Environmental Health Technician | Show filmstrips and discuss them with the class.<br>Ask the students to list at least five ways to care for the nose and throat and five ways of protecting and caring for the ears.<br>Set up a first aid center; ask for four volunteers to participate in the center. Each participant will draw a job assignment from a "job bank." Each student will orally describe the duties of his job. (Contd.) | Filmstrips:<br>**Your Body and How to Take Care of It Series**<br>"Your Ears and Hearing"<br>(Page C-8)<br>**Why Do We ______? Series**<br>(Page C-4) |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | The job assignments will be:<br>a. Doctor<br>b. Nurse<br>c. Nurse's Aide<br>d. Ambulance driver | |
| "How You Grow"<br>(Pages 86 – 101) | Physician<br>Dieticians<br>Nurse<br>Medical Assistant<br>Dietetic Technician<br>Pediatrician<br>Bacteriologist | Ask the students to make their own growth chart giving height and weight at the beginning of the year. Have them weigh and measure at the same time in the day and the same day in each month. Have them make a graph of these measurements at the end of the year. | Cardboard<br>Scales<br>Yardstick |
| | | Show filmstrips and discuss them with the class. | Filmstrip:<br>**Why Do We _____? Series**<br>"Grow"<br>(Page C-4) |
| | | Have students make a list of what they need to grow. | **Basic Primary Science, Group I Series**<br>(Page C-23)<br>**Learning About Your Body Series**<br>"Finding Out How You Grow" (Page C-22) |
| | | (Contd.) | |

## CAREER EDUCATION – ELEMENTARY LEVEL

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Your Muscles"<br>(Pages 102 – 117) | All careers in Sports<br>All Health Service careers | Ask the students to make a list of "What Your Muscles Do for You." Also, ask the students to find out how they can develop their muscles.<br>Ask a resource person to come and talk to the class about proper care of the body. | **Let's Look At Drugs Series**<br>(Page C-8)<br>**Guides for Growing Series**<br>(Page C-3)<br>**Learning About Your Body Series**<br>**The Human Body Series**<br>(Page C-22)<br>Resource People:<br>Coach<br>P.E. Instructor<br>Doctor<br>Well-known Sports Person |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Choosing Your Food" (Pages 118 – 133)<br>"Good Nutrition" (Page 134 – 149) | Nutritionist<br>Dietician<br>Physician<br>Internist<br>Chef<br>Nurse<br>Pharmacist<br>Lunchroom Supervisor<br>Food Produce Suppliers – Farm to Market | Ask the students to keep a daily record of all the food they eat. Have them take their lists and divide each day's food into the four basic food groups given in the text.<br>After studies on balanced meals, ask the students to decide if they have been eating balanced meals.<br>Ask the lunchroom supervisor to speak to the group concerning her job.<br>Use "Acitvity Fun With Foods" furnished by the lunchroom program for the class.<br>Have students give five good reasons they need good nutrition. (See Text Page 202.) Have them place these in their scrapbooks. Ask students to give seven aids to good nutrition. Have them place this list in their scrapbooks and underline the ones where they need improvement.<br>Ask a Hospital Dietician to explain her duties to the students. | Resource People:<br>Lunchroom Supervisor<br>Lunchroom Manager |

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|---|---|---|---|
| "You and Your Clothes" (Pages 150 – 165) | All people need to know how to select and care for their own clothing. | Ask the students to find out at least three ways clothes protect them. | |
| | | Let the students cut pictures, from magazines, of clothing suitable for different occasions. Have them place these in their scrapbooks. | Materials:<br>Old issues of magazines<br>Scissors<br>Paste |
| | | Have students write a paragraph about how to take care of clothes properly. | |
| "Fighting Disease" (Pages 166 – 191) | All persons should know about fighting disease.<br>Physician<br>Dentist<br>Optometrist<br>Occupational Therapist<br>Physical Therapist<br>Radiologist<br>Neurologist<br>Internist<br>Dermatologist<br>Bacteriologist<br>Pathologist<br>Pediatrician<br>Registered Nurse | Make two lists of known diseases. Have students place the diseases caused by germs (Protozoans, bacteria, and viruses) in one list and the ones caused by a deficiency, or lack of nutrients the body needs, in another list.<br>Have students make up a list of the activities a person may do to protect themselves from disease. Have them add the list to their scrapbook. (They should list at least five ways.)<br>Have students find pictures of clothes or uniforms that will identify four different occupations in the health field, such as: (Contd.) | |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Practical Nurse<br>Dental Hygienist | a. Doctor<br>b. Dentist<br>c. Registered Nurse<br>d. Physical Therapist |  |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Health
Adopted Text: HEALTH 5, Second Edition, Laidlaw Brothers

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Growing Up In Different Ways" (Pages 6 – 21)<br>"You and Your World" (Pages 42 – 57) | All careers are involved. | Have student make a notebook or scrapbook. "My Special Pattern for Growth" can be used for the theme of the notebook. Have them divide the growth pattern into four kinds – physical, mental, social and emotional. | Filmstrips:<br>**Who Do You Think You Are? Series** (Page C-17)<br>**It's Up to You Series** (Page C-2)<br>**Guides For Growing Series** (Page C-3)<br>**Why Do We ______? Series** (Page C-4) |
| "Behavior Patterns" | These are necessary for all careers. | The approach to the discussion of the filmstrip in relation to individual students can be determined by the filmstrip used.<br>Place emphasis on the fact that patterns of behavior or habits are learned with minds, bodies, and feelings. These patterns are learned so well that they can be used without (Contd.) | **Cooperative Living Series** (Page C-24)<br>**Learning to Live With Others Series** (Page C-25)<br>**Patterns of Behavior Series** (Page C-1) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Health
Adopted Text: HEALTH 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Social Appearance" | Necessary for all jobs. | conscious thought. Habits can be the topic for discussion on the following day.<br>Base class discussions on the following questions and ideas:<br>What is a habit?<br>Have students name a designated number of good health habits that can help people meet and handle challenges.<br>How is this possible? Can bad habits be broken? How? How can good habits be developed? When should good study habits be formed? Why?<br>Ask the students to list the bad habits they have and how they can change them. Have students place this list in their notebooks.<br>Have them place the list so that they can check each time they practice a good habit in the place of a poor one.<br>Ask the students to make a list of good health habits they find in others, and discuss in class how adequate physical growth affects career choice. Discuss social appearance with the students and stress the fact that<br>(Contd.) | **Values Series**<br>(Page C-1)<br>**Getting Along in School Series**<br>(Page C-16) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Health
Adopted Text: HEALTH 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Personality Development"<br>(Pages 47 – 52, 202 – 217) | All careers | a successful social appearance depends on using good manners in fulfilling social obligations. One question to discuss follows: Do clothing and appearance suggest the type of person one is?<br>Base class discussions on the following questions:<br>To what extent does your appearance depend upon physical fitness? What are first impressions based upon (appearance, manners, and speech)? What are the parts of good grooming? Who should be responsible for each person's cleanliness of body, as well as of clothing?<br>Have students debate the following point: Proper dress and neatness on the job influence job success. Have students write their descriptions of the appearance of a well dressed person in comparison with their descriptions of the appearance of a poorly dressed person. Have them add these to their notebooks.<br>(Contd.) | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  |  | Discuss with students how to develop personality by developing more mature emotional and social attitudes. Some of the questions to consider are:<br>a. How can we learn to handle fears and prejudices so that they do not interfere with life?<br>b. What is the first step toward solving a personal problem? (face it squarely)<br>c. How can we develop traits that are pleasing to others?<br>Have students make a list of some of their disappointments and how they reacted at the time. Have them make another list of how they wish they had reacted. Have them make charts listing good personality traits.<br>Show filmstrips to the class showing how to improve attitudes and personality. Have the class choose a "Citizen of the Week." Ask students to make a list of desirable personality traits they observe in others. | Filmstrips:<br>**It's Up To You Series**<br>**Little Things That Count Series**<br>(Page C-2)<br>**Guides For Growing Series**<br>(Page C-3)<br>**Why Do We ____? Series**<br>(Page C-4)<br>**Values Series**<br>**Patterns of Behavior Series**<br>(Page C-1)<br>**Developing Basic Values Series**<br>**Little Citizens Series**<br>(Page C-21)<br>**Getting Along In School Series**<br>(Page C-16)<br>**Getting to Know Me Series**<br>(Page C-22)<br>(Contd.) |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Show filmstrips about various jobs and then discuss with students the type person needed to fill the jobs viewed. | **Human Values Series**<br>(Page C-24)<br>**Learning to Live Together Series**<br>(Page C-23)<br>**Learning to Live With Others Series**<br>**Learning About Manners Series**<br>(Page C-25)<br>Records:<br>**Living With Others – Citizenship I, II Series**<br>(Page C-38)<br>Filmstrips:<br>**Workers for the Public Welfare Series**<br>**America at Work Series**<br>**Some Neighborhood Helpers Series**<br>**Our Neighborhood Workers Series**<br>(Page C-5)<br>(Contd.) |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | | People Who Work in Science Series<br>People Who Help Others Series<br>People Who Organize Facts Series<br>People Who Create Art Series<br>(Page C-18)<br>School Helpers Series<br>Mothers Work, Too Series<br>Fathers At Work Series<br>Distributive Occupations Series<br>(Page C-20)<br>True Book Community Helpers Series<br>(Page C-22)<br>Food and Food Helpers Series<br>Community Helpers Series<br>(Page C-24) |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Keeping Safe"<br>(Pages 22 – 41) | Fireman<br>Policeman<br>Highway Patrol<br>Doctor<br>Nurse<br>Safety Engineer<br>Sanitarian<br>Sanitary Engineer<br>School Health Educator<br>Ward Clerk<br>Principal<br>Teacher<br>Cafeteria Worker<br>Custodian<br>Bus Driver<br>Construction Workers | Let the students select someone they admire and role-play being that person.<br>Let students make a brochure collection of the jobs they would like to do.<br>Invite resource persons in the area of Health services to speak about the job they perform, and about the type person with whom they enjoy working.<br>Read poetry to students about admirable persons.<br>Have students make posters depicting some type or phase of safety.<br>Have the class make a chart of first aid measures to be taken in case of accidents.<br>Ask a fireman, a policeman, and a nurse to visit the class and discuss safety, and their careers.<br>Show filmstrips to the class about jobs for people concerned with Public Welfare. | Resource People:<br>Policeman<br>Fireman<br>Nurse<br>Filmstrips:<br>**Workers for the Public Welfare Series**<br>**Some Neighborhood Helpers Series**<br>(Page C-5)<br>**Community Services Series**<br>(Page C-19) |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Your Mouth and Its Work" (Pages 58 – 73) | Dentist<br>Dental Assistant<br>Dental Hygienist<br>Speech Pathologist | Ask students to make a chart of the function the mouth and teeth play in food digestion. | |
| "Your Teeth and Their Work" (Pages 74 – 89) | Audiologist<br>Physician<br>Dental Secretary<br>Dental Technician<br>Orthodontist<br>Nurse<br>Health Officer<br>Health Information Specialist<br>Pharmacist | Have students make posters on proper care of mouth and teeth.<br>Ask a dentist or dental hygienist to visit and speak to the class about his or her career.<br>Show filmstrip that includes the proper care of teeth.<br>Have students draw pictures of a cross section of a tooth and label the parts. | Resource People:<br>Dentist<br>Dental Hygienist<br>Filmstrips:<br>**Your Body and How to Take Care of It Series**<br>**Good Health and You Series** (Page C-8) |
| "Your Eyes and How They Work" (Pages 90 – 105)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 130) | Optician<br>Ophthalmologist<br>Optometrist<br>Optometric technician<br>Orthoepist<br>Doctor<br>Nurse<br>Teacher<br>Reading Specialist<br>Psychologist | Divide the students into couples and ask them to draw each other's iris and pupil the exact size they see them. Then darken the room and ask them to draw the iris and pupil again and observe the difference in the size of the pupil.<br>Do experiments to find each person's blind spot. Hold an object in front of the eye at arms length without moving the head; (Contd.) | **Learning About Your Body Series**<br>**The Human Body Series** (Page C-22) |

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|---|---|---|---|
| | Medical Assistant<br>Medical Records Librarian<br>Medical Technologist<br>Laboratory Technician<br>Lighting Technician<br>Photographer<br>Astronomer | gradually move the object to the side and back until the object cannot be seen.<br>Use activities in the science suggestions on "Light" and in the science appendix on Pages 26, 27 and 28. | |
| | | Divide the students into groups of six to eight students. Let each group observe about eight or ten small articles for five seconds and see how many articles each person can list. This will help explain that the brain has to interpret what is seen.<br>Let one of the students carry on an activity of some sort in front of the class. (Do this without any explanation before action.) Ask three different students to tell what they saw. There should be at least three different versions. This is another example of personal observation. | Small Objects:<br>Pin<br>Color<br>Rock<br>Pencil<br>Button<br>Marble, etc. |

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|---|---|---|---|
| "Food and Good Nutrition" (Pages 106 – 121)<br>"The Digestion of Your Food" (Pages 122 – 141)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 | Biologist<br>Dietician<br>Physician<br>Biochemist<br>Cooks and Chefs<br>Hotel Careers<br>Baker<br>Home Economist<br>Restaurant Manager<br>Nutritionist<br>Industrial Cafeteria Manager<br>Food Service Supervisor<br>Food and Drug Inspector<br>Health Physicist<br>Public Health Nurse<br>Cafeteria Manager<br>Caterer<br>Food Technologist<br>Health Officer<br>Homemaker<br>Internist | Have students make posters of the different food groups. Have them keep a diary of all the food eaten each day for a week. Check to see if each person has a well balanced diet. If improvements are needed, list these. Ask each student to make up menus for one day. Discuss these in class to find good points and bad points in each. Have students place these in their notebooks.<br>Invite the lunchroom supervisor to come and speak to the class. | Materials:<br>Old magazines<br>Poster board<br>Resource Person:<br>Lunchroom supervisor or manager |
| "Your Circulatory System" (Pages 142 – 161) | Radiologist<br>Anesthetist<br>Internist | Ask students how many occupations or careers require some knowledge of a properly functioning heart. Have them list them. | |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Physician<br>Nurse<br>Electroencephalographic Technician<br>Laboratory Technician<br>Bacteriologist<br>Electrocardiograph Technician<br>Medical Assistant<br>Medical Technologist<br>Nurse's Aide<br>Pharmacist<br>Medical Records Clerk<br>Blood Bank Technologist<br>Biologist<br>Biochemist | Then ask each student to find his pulse and count the beats for one minute.<br>Have them do strenuous exercises for ten minutes and then count heartbeats again.<br>Show students slides of blood under a microscope, if possible.<br>Show filmstrips to the class on health occupations and discuss these with the students.<br>Ask a doctor, nurse or health officer to speak to the class about career possibilities in Health occupations.<br>Show filmstrips to the class on how to care for the body. | Filmstrips:<br>**Our Neighborhood Workers Series** (Page C-5)<br>**Health Services Series** (Page C-20)<br>**Community Workers and Helpers Series** (Page C-21)<br>Resource People:<br>Doctor<br>Nurse<br>Health Officer<br>Filmstrips:<br>**Your Body and How to Take Care of It Series** (Page C-8)<br>**Learning About Your Body Series**<br>**The Human Body Series** (Page C-22) |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Your Nervous System"<br>(Pages 162 – 181) | Physician<br>Anesthetist<br>Nurse<br>Electroencephalographic Technician<br>Medical Assistant<br>Neurologist<br>Neuropathologist<br>Neuropsychiatrist<br>Neurosurgeon<br>Medical Technologist<br>Nurse's Aide<br>Medical Records Clerk | Show filmstrips on drugs, alcohol and tobacco. Discuss with students the effects these have on the nervous system. Have students research any of these.<br>Ask students for news concerning any of these. (Articles from newspapers, etc.)<br>Ask the students to find four ways the nerve cells are different from other cells of the body. Also ask the students to list ways they can protect their nervous system and have them place these lists in their personal notebooks.<br>Ask resource people to come and speak to the class on mental health. | Filmstrips:<br>**Let's Look at Drugs Series**<br>**Facts About Drugs**<br>**Alcohol and Tobacco Series**<br>(Page C-8)<br>**Drugs and Your Health Series**<br>(Page C-24)<br>**Drugs and You Series**<br>(Page C-25)<br>Resource People:<br>Officer in charge of drug control<br>Health Officer<br>Doctor<br>Nurse |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Health
Adopted Text: HEALTH 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "The Work of Your Respiratory System" (Pages 182 – 201) | Ambulance Driver<br>Ambulance Assistant<br>Biochemist<br>Biophysicist<br>Corrective Therapist<br>Cytologist (cells)<br>Cytotechnologist<br>Health Information Specialist<br>Health Officer<br>Histologist (tissue)<br>Home Health Aid<br>Hospital Librarian<br>Industrial Hygienist<br>Inhalation Therapist<br>Laboratory Technician<br>Medical Assistant<br>Medical Librarian<br>Medical Engineer<br>Medical Illustrator<br>Medical Secretary<br>Medical Technologist<br>Nurse<br>Nurse's Aide<br>Occupational Therapist<br>Orderly<br>Pharmacist (Contd.) | Have students make a chart listing the functions of the respiratory system, the parts of the respiratory system, and how to protect the respiratory system.<br>Demonstrate for students the moisture in expelled air by holding a mirror in front of the nose and mouth while breathing, and then let them observe the film on the surface of the mirror.<br>Have students hold a hand over the windpipe at the front of the neck to feel the vibrations made by vocal chords while talking and singing.<br>Have students name one occupation that is directly related to the respiratory system. Discuss this occupation with the class.<br>Ask a student to make a report on air pollution and how it affects the body.<br>Have students make posters illustrating the list on how to "Help Control Respiratory Infections" on Page 193 in the textbook. | Material:<br>Mirror<br>Resource person:<br>Inhalation Therapist<br>Materials:<br>Current periodicals,<br>Newspapers, etc. |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Health
Adopted Text: HEALTH 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Physical Therapist<br>Physician<br>Radiologic Technologist | Have students choose one of the seven ways to illustrate control of respiratory infections. Check to see that none of the ways are omitted. |  |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6, Second Edition, Laidlaw Brothers

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Growing in Mental Health"<br>(Pages 6 – 21)<br>"Growing in Social Maturity"<br>(Pages 42 – 57)<br>"Respect for the Rights of Others"<br>(Pages 182 – 197) | To be successful in any career, a person needs to be able to get along with other persons. | Ask the students to write a paragraph about some person they admire. Then ask each student to list the qualities the person has that caused them to admire that person.<br>Discuss with students the qualities given in class and choose some that deal with mental maturity. List these on board. Ask the students to compare some of the traits listed on the board with their own qualities. | |
| | | Show one of the suggested filmstrips to the class. Some citizenship records may also be used.<br>The filmstrips or records used will determine the activities to follow.<br>Have each student make his own self-improvement notebook or scrapbook.<br>Have the class compile a list of good citizenship qualities. Use it as a basis for the theme of the students' books.<br>Some points that should be discussed follow:<br>a. The ability to get along with others and form friendships makes one a happier person.<br>(Contd.) | Filmstrips:<br>**Me, Myself and I Series**<br>(Page C-8)<br>**Learning to Live With Others Series**<br>(Page C-25)<br>**Developing Basic Values Series**<br>(Page C-21)<br>**Why Do We _____? Series**<br>(Page C-4)<br>Records:<br>**Living With Others Series**<br>(Page C-38) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: **6**
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | b. A person who likes himself and does his best most of the time gains in self-respect.<br>c. Disappointments are common; the way they are handled shows the degree of one's maturity.<br>d. Managing emotions becomes easier as one develops concern for others.<br>e. When a person respects himself, he can more readily respect others.<br>f. Doing one's share is part of belonging to a group.<br>g. The thoughtful person treats others as he wishes to be treated.<br>h. Good manners help people to get along with others.<br>Have students role-play the above employability skills to show how positive personality traits influence job promotions.<br>Ask students to write a theme of their strengths and weaknesses and what they can do to improve both. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Have students design and draw fashions for their age group. Have them include categories, such as school clothes, work clothes, sports clothes, etc. Have students cut pictures from catalogues or periodicals and post in their notebooks. | |
| | | Ask the students to list in writing one job they have had and to describe how employability skills related to the job. | |
| | | Ask a nurse to visit and speak on care of the skin, hair, figures, etc. | |
| | | Show filmstrips to the class on good manners, and have the students list manners they need to improve and place them in their notebooks. | Filmstrips:<br>**Manners Make a Difference Series**<br>(Page C-8)<br>**Learning About Manners Series**<br>(Page C-25)<br>**Human Values Series**<br>(Page C-24) |
| | | Make a tape recording of students' voices to replay. Have each student criticize his own speaking voice. | |
| | | Have students make charts and posters of good personality traits. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Have the class choose a "Citizen of the Week." (one boy and one girl)<br>Invite supervisory personnel to come and speak to the class about the type person needed in industry. Show filmstrips about various jobs related to health occupations and discuss with students the type person needed to fill the jobs viewed.<br>Have each students make a brochure collection of jobs he would like to do.<br>Have students collect and study local newspaper want ads.<br>Have students collect occupational materials related to the subject matter studied.<br>Have students keep a scrapbook on jobs related to subject areas. | Filmstrips:<br>**People Who Work With Science Series**<br>**People Who Create Art Series**<br>**People Who Help Others Series**<br>**People Who Organize Facts Series** (Page C-18)<br>**Community Series: Agriculture and Industry** (Page C-16)<br>**Our Community Utilities Series** (Page C-16)<br>**Community Helpers Series**<br>**School Helpers Series**<br>**Fathers At Work Series**<br>**Mothers Work, Too Series** (Page C-20) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | | **World of Work Series**<br>(Page C-20)<br>**Field Trips Out of the Ordinary Series**<br>**Workers for the Public Welfare Series**<br>**America at Work Series**<br>**Some Neighborhood Helpers Series**<br>**The American Farmer and Our Food Supply Series**<br>**How We Build Things Series**<br>(Page C-5)<br>**The Southern States Series**<br>"Industry, Agriculture and Commerce in the South"<br>(Page C-12)<br>**Working in U. S. Communities Series**<br>(Page C-23)<br>**The South Series**<br>(Page C-31) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Safety During Emergencies" (Pages 22 – 41) | Fireman<br>Fire Chief<br>Fire Captain<br>Fire Insurance Inspector<br>Fire Insurance Adjuster<br>Fire Safety Supervisor<br>Fire Inspector<br>Fire Alarm Superintendent<br>Fire Service Field Instructor<br>Safety Director<br>Deputy Fire Marshall<br>Civil Defense Personnel<br>Ambulance Driver<br>Civil Air Patrol<br>T.V. and Radio Operators<br>Weather Bureau Careers<br>Red Cross Workers<br>Teachers<br>First Aid Instructor<br>Scientist | Ask the students to find out the telephone numbers in their area for doctor, police, fire department and ambulance service.<br>Divide class into groups and direct each group to make posters to show what to do in case of these emergencies:<br>a. Fire<br>b. Floods and earthquakes<br>c. Storms<br>d. Minor injuries<br>e. Burns<br>f. Choking<br>g. Poisoning<br>h. Loss of consciousness<br>i. Shock<br>j. Drowning<br>Ask a resource person to visit the class and speak to the group about his particular occupation. | Resource People:<br>Fireman<br>Policeman<br>First Aide Instructor<br>Civil Defense Director<br>Ambulance Driver |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Food and the Body"<br>(Pages 58 – 77)<br>"The Food Nutrients"<br>(Pages 78 – 93)<br>"A Well-Balanced Diet"<br>(Pages 94 – 109)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Page 139) | Biologist<br>Dietician<br>Physician<br>Biochemist<br>Cooks and Chefs<br>Hotel Careers<br>Baker<br>Home Economist<br>Restaurant Manager<br>Nutritionist<br>Industrial Cafeteria Manager<br>Food Service Supervisor<br>Food and Drug Inspector<br>Health Physicist<br>Public Health Nurse<br>Cafeteria Manager<br>Caterer<br>Food Technologist<br>Health Officer<br>Homemaker<br>Internist | Ask the students to keep an account of the amount of all food they eat each day for three days. Have them use the calorie chart on Pages 66 and 67 in textbook to count up the calories consumed daily. Have them check these with the daily activities and compare the needed calories and those consumed.<br>If the students are interested in cooking, have them collect recipes for rich foods and a similar version where calories have been reduced for a similar dish.<br>Have students listen to records, "Your Body-How You Use Food" and "Stay Healthy."<br>Show filmstrips on how we get our foods. Discuss with students the way foods are grown in our own community. | Record:<br>**You and Your Body Series**<br>(Page C-38)<br>Filmstrips:<br>**How We Get Our Foods Series**<br>**Food and Food Helpers Series**<br>(Page C-24)<br>**The Foods We Eat Series**<br>(Page C-25) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  |  | Ask a truck farmer from the community to come and tell the class how he produces the food he sells, and answer questions concerning his occupation.<br>Have students visit any of the places where food is produced, processed, or sold. | **Community Series: Agriculture and Industry**<br>(Page C-16)<br>**Our Neighborhood Workers Series**<br>"The Baker"<br>"The Dairyman"<br>"The Butcher"<br>"The Fruit and Vegetable Store"<br>**The American Farmer and Our Food Supply Series**<br>(Page C-5)<br>Resource People:<br>Truck Farmer<br>Dairy Farmer, etc.<br>Resources:<br>Supermarket<br>Dairy<br>Fishery, etc. |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Microorganisms" (Pages 110 – 129)<br>"Germs Are Contagious Diseases" (Pages 130 – 145)<br>"Germs and the Body" (Pages 146 – 165)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 136) | Scientist<br>Biologist<br>Biologist Assistant<br>Biophysicist<br>Entomologist<br>Horticulturist<br>Microbiologist<br>Plant Pathologist<br>Pharmacologist<br>Biochemist<br>Botanist<br>Health Careers<br>Wildlife Specialist<br>Zoologist<br>Doctor<br>Laboratory Technician<br>Laboratory Assistant<br>Workers that manufacture microscopes<br>Housewife<br>Bacteriologist<br>Medical Microbiologist<br>Cytologist (cell)<br>Embryologist<br>Histologist<br>Mycologist (molds)<br>Physiologist | Have students examine drops of water from different sources under a microscope. If a microscope is not available, use pictures of different microorganisms. Help the students realize that what they see with the naked eye is only a part of the living things their bodies are in contact with at all times.<br>Ask the students to make a chart naming helpful microorganisms in one column and harmful ones in another.<br>Have them illustrate these charts.<br>Have students name and discuss two occupations that this chart relates to.<br>Have students make a list of common diseases caused by viruses or germs. (Specify a specific number.) Have them suggest ways to avoid "catching" each disease or ways to avoid spreading each disease.<br>Ask a resource person to come and speak to the class about diseases. Find out the health services furnished by the local Health Department. | Resource People:<br>Health Nurse<br>Health Officers |

CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Food and Drug Inspector<br>Food Analyst<br>Food Service Supervisors<br>Sanitarian Workers<br>Sanitary Engineer<br>School Health Engineer | Show filmstrips to the class on how our body is protected from disease.<br>Teach students the song, "These Bones Gonna Rise Again."<br>Have students place a piece of bread in a dish and cover with plastic film. Keep warm and damp for a few days and observe the growth of molds. If possible, view the molds under a microscope.<br>Have students make posters showing ways to prevent the spread of communicable diseases in the community.<br>Have students write three paragraphs showing how the following helps protect us from disease.<br>a. The skin and mucous membrane<br>b. Leucocytes and antibodies<br>c. Medicine | Filmstrips:<br>**The Human Body Series** (Page C-22)<br>**Your Body and How to Take Care of It Series** (Page C-8)<br>Materials:<br>Dish<br>Plastic film<br>Bread |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "The Skeleton"<br>(Pages 166 – 181)<br><br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Page 137) | Physician<br>Medical Assistant<br>Medical Librarian<br>Medical Records Technician<br>Medical Technologist<br>Nurse<br>Orthopedic Surgeon<br>Osteopath<br>Podiatrist<br>Radiologist<br>Radiologist Health Specialist<br>Radiologic Technologist<br>Corrective Therapist<br>X–Ray Technician<br>Ambulance Driver<br>Ambulance Driver Assistant | If any of the students in the class has experienced a broken bone, ask them to tell the class about which bone was broken, and how it was treated. Give students some pointers for first aid or for broken or fractured bones at this time. Also, introduce measures to help prevent injuries and list them on the board. Use experiences of broken bones by a well-known person instead of personal experiences. Discuss with students the people who assist in treating and splinting the injury.<br>Make a list for students of the functions of the skeleton.<br>Let students participate in a type of contest by dividing the class in groups of about six students each. Ask them to name and write as many bones of the body in five or ten minutes time as possible.<br>Show filmstrips on the human physiology and discuss with the class. Make up a list of questions to be answered by the students and have them look for answers while viewing films.<br><br>(Contd.) | Filmstrips:<br>**The Human Body Series**<br>(Page C-22)<br>**Learning About Your Body Series**<br>(Page C-22) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Play a recording about body movement for students and discuss the tape with the class. | Record:<br>**You and Your Body Series**<br>" Your Body – How You Move and Stay Alive"<br>(Page C-38) |
| | | Name and discuss with students one medical specialist who limits his practice to the study and treatment of bone diseases. | |
| "Keeping Fit"<br>(Pages 198 – 213) | Every person should be concerned with keeping fit for any occupation. | Have each student check his individual health practices by the list of questions on page 199 in the textbook. If any person is failing to do any one of the ten practices listed, he should be responsible for starting that practice and making provisions for continuing the practice. | |
| | | Discuss with the class three enemies of physical fitness. (Cigarettes, alcohol and narcotics)<br>Make a list of questions of things students want to know about these three enemies. | |
| | | Have students answer these questions after viewing available filmstrips and after doing research in available reference materials. (Contd.) | Filmstrips:<br>**Facts About Drugs, Alcohol and Tobacco Series** |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Health
Adopted Text: HEALTH 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Ask some responsible person to come and speak to the class concerning any or all of these enemies of physical health. | **Let's Look at Drugs Series**<br>(Page C-8)<br>**Drugs and Your Health Series**<br>(Page C-24)<br>**Drugs and You Series**<br>(Page C-25)<br>**Good Health and You Series** (Page C-8)<br>Resource People |

# LANGUAGE ARTS

## GRADES 4 - 6

## LANGUAGE ARTS

## EDUCATIONAL OBJECTIVES

### GRADES 4 - 6

1. The students will communicate more effectively in speaking, writing, listening and reading experiences in daily living.
2. The students will develop basic skills in oral and written expression of their ideas and emotions.
3. The students will acquire pleasing and well modulated voices that have fluency, clarity and variety in pitch, to use in the expression of their ideas.
4. The students will become familiar with and observe basic guides for effective listening.
5. The students will develop a desire to use language correctly in their total experiences – at school, at home and in the community.
6. The students will realize and accept the fact that different ethnic groups have different customs and forms of speech which they may encounter in communicating with others.
7. The students will identify careers related to language arts as each educational objective is developed.

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE, D. C. Heath

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Thinking and Discussing"<br>(Pages 1 – 21)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 23, 25, 26) | Senator<br>Representative<br>Actor<br>Actress<br>President<br>Vice–President<br>Governor<br>Teacher<br>Clergyman<br>Salesman<br>Airline Stewardess<br>Translator<br>Secretary<br>Lecturer<br>Lawyer | Let each student tell how he earned some money during the summer months.<br>Let any student that has a hobby bring a display or sample to school and explain the hobby to the class.<br>Following a discussion on hobbies, plan the organization of a hobby club or clubs. The duties of the officers for the clubs should be set up before the election of officers. | |
| | | Have students listen to a record. | Record:<br>**Citizenship Processes Series**<br>"Basic Parliamentary Practice"<br>(Page C-38) |
| "Improving Sentences"<br>(Pages 22 – 55)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 21, 23, 24, 29) | Salesman<br>Buyer<br>Secretary<br>Floorwalker<br>Hostess<br>Auctioneer<br>Sales Clerk<br>Telephone Operator<br>Printer | Show filmstrips on using good English and discuss them in class. Let the students write ten sentences. Read these in class and have the students make any corrections needed.<br>Have the students write two sentences each about the jobs their parents do to display the four different kinds of sentences. | Filmstrips:<br>**Using Good English Series**<br>"Building Good Sentences"<br>(Page C-26)<br>**Focus on Language Series**<br>(Page C-7) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Writer<br>Teacher<br>Clergyman<br>Radio or T.V. Announcer<br>Reporter<br>Lawyer<br>Sports Writer<br>Waiter<br>Editor<br>Entertainer<br>Lecturer<br>Proofreader<br>Author<br>Script Writer<br>Correspondence Clerk<br>Historian | After the mistakes have been marked,let the students make the corrections.<br>Activity – Make students responsible for explaining in writing or orally how language arts influence chances for advancement on five of the related jobs that are listed. | |
| | Bank Teller<br>Sportscaster<br>Researcher<br>Advertising Copywriter<br>Stewardess<br>Hotel Operator | Show filmstrip to the class on building good sentences, and discuss these with students. Ask the students to write a paragraph about a hobby or one of their pets. Request them to use at least six sentences.<br>Place posters of community helpers on display and ask the students to write descriptive sentences about the jobs they see pictured in the posters. | Filmstrip:<br>**Using Good English Series**<br>(Page C-26)<br>Posters:<br>**Community Helpers Series**<br>(Page C-34) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Have students write a descriptive paragraph about some activity carried on in science or some other subject area. | |
| "Talking and Writing to Friends"<br>(Pages 61 – 82) | Secretary<br>Telephone Operator<br>Everyone needs this training no matter what career they plan to follow. | Show filmstrip, "Letter Writing for a Reason"<br>Discuss with the class the different kinds of letters and then go into a detailed study of writing friendly letters. Let the students write a friendly letter describing some activity they have been doing.<br>After studying invitations, help the class write invitations to parents to come visit the class and tell the students about the jobs they do. | **Using Good English Series**<br>(Page C-26) |
| "Telling Stories"<br>(Pages 85 – 102)<br>"Writing Stories"<br>(Pages 104 – 132) | Author<br>Actor<br>Actress<br>Clergyman<br>Entertainer<br>Radio and T.V. Announcer<br>Lawyer<br>Script Writer<br>Teacher | After reading the stories in the text, ask the students to find other short stories to read to the class.<br>Ask the students to plan and write about experiences they have had. After they have written these, ask for volunteers to tell or read the stories to the class.<br>Have each student write a make-believe story about his life now or twenty year ahead, or about his career, home, etc. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Enjoying Books" (Pages 134 – 157)<br>"Using Study Helps" (Pages 160 – 183)<br>"Oral and Written Reports" (Pages 186 – 203)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 27, 28) | Author<br>Poet<br>Librarian<br>Writer<br>Teacher<br>Research Scientist<br>Reporter<br>Secretary<br>Library Assistant<br>Performer | Ask the students to read a book about any career and tell the class about the book (many and varied books are in each classroom in the county).<br>Ask each student to select a career in which he is interested and find out all he can about the one chosen.<br>Show filmstrips to students about the jobs chosen. After showing the filmstrips, ask the students to write a short story or summary about one career. | Books<br>Encyclopedia<br>Dictionary<br>Other Reference Books<br>World Almanac<br>Yearbook<br>Filmstrips:<br>True Book of Community Helpers Series (Page C-22)<br>Some Neighborhood Helpers Series<br>Our Neighborhood Workers Series<br>Workers for the Public Welfare Series (Page C-5)<br>My Mother Has A Job Series (Page C-7)<br>America at Work Series<br>The American Farmer and Our Food Supply Series (Page C-5) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Show transparencies to the class on using the library. | **Community Workers and Helpers – Groups I & II Series**<br>(Page C-21)<br>**Where Our Daddies Work Series**<br>(Page C-1)<br>**How Things Are Made Series**<br>(Page C- 3)<br>**How We Build Things Series**<br>(Page C-5)<br>**The Space Age Series**<br>(Page C-10)<br>Transparencies:<br>**Using The Library Series**<br>(Page C-15) |
| "Enjoying Poetry" (Pages 205 – 223) | Poet<br>Composer<br>Actor<br>Actress<br>Author<br>Singer | Ask the students to bring their favorite poems to school to read to the group. Some poems that are about careers that could be read are:<br>"I Hear America Singing," by Walt Whitman | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Entertainer<br>Song Writer<br>Musician<br>Teacher | "The Secret of the Machines," by Rudyard Kipling<br>"The Village Blacksmith," by Henry Wadsworth Longfellow<br>"The Ship–Builders," by John Greenleaf Whittier<br>(See last two pages of sixth grade English Suggestions)<br>Have students read the words to songs as poems. Remind the students that songs are poems put to music. Some suggested songs are:<br>**This Is Music Grade 4** Allyn and Bacon<br>"A Railroad for Me"<br>"The Rich Old Farmer"<br>"Cowboys Meditation"<br>"Drill, Ye Tarriers, Drill!"<br>"My Rocket Ship"<br>"The Orchestra"<br>**Singing Every Day** Ginn and Company<br>"I've Been Workin' on the Railroad" Page 35<br>"Leave her; Johnny" Page 36 | **This Is Music Grade 4**<br>Allyn and Bacon<br>**Singing Every Day**<br>Ginn and Company |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "English Among the Languages"<br>(Pages 227 – 244) | Language Interpreter<br>Airline Stewardess<br>Airline Ticket Agent<br>Announcer, Radio and T.V.<br>Actor<br>Actress<br>Television Director<br>Bilingual Secretary<br>Teacher<br>Foreign Service Careers<br>Foreign Language Translator<br>Foreign Service Secretaries | "My Home's in Montana" Page 39<br>"Night Herding Song" Page 40<br>"In The Ice" Page 41<br>"Salad Greens" Page 42<br>"San Sereni" Page 43<br>"The Little Tailor" Page 44<br>Show filmstrip to the class on Linguistic Backgrounds.<br>If there is a student in the classroom who has lived in a foreign country and can speak a few words in another language,let him demonstrate this ability to the class.<br>Have students list two careers that require a fluent speaking knowledge of several foreign languages. | Filmstrips:<br>**Linguistic Backgrounds of English Series**<br>"Words Come to Life"<br>"Our Changing Language"<br>"The Geography of Language"<br>(Page C-27)<br>**Focus on Language Series**<br>(Page C-7) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE, D. C. Heath

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Discussing and Planning" (Pages 1 – 12) | Everyone needs to be able to help converse well with others. | Ask each student to write five rules for carrying on a discussion. During class discussion select ten of the most important reasons to use for any discussions in the classroom. Have the students evaluate their own parts in discussions and list the points where they need improvement. | |
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 32, 36, 37) | | Show filmstrips on self-improvement and discuss with the class.<br>Ask students to keep their own self-improvement notebooks or scrapbooks. | Filmstrips:<br>**Human Values Series** (C-24)<br>**Me, Myself, and I Series** (Page C-8)<br>**Developing Basic Values Series** (Page C-21)<br>**Learning About Manners Series** (Page C-25)<br>**Manners Make A Difference Series** (Page C-8) |
| "Sentences and Paragraphs" (Pages 13 – 38) | Editor<br>Writer<br>Correspondence Clerk | Ask each student to write his own autobiography. | **It's Up to You Series** (Page C-2) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 30, 32, 36, 40, 42, 44) | Teacher<br>Clergyman<br>Lawyer<br>Proofreader<br>Lecturer<br>Historian<br>Secretary<br>Sociologist<br>Sportscaster<br>Radio and T.V. Announcer<br>News Reporter<br>Advertising Copywriter<br>Salesman | Ask students to include what they think they would like to be when they grow up. Have them include this autobiography in their self-improvement books.<br>Show filmstrips on writing sentences. After discussing the filmstrips, ask each student to correct or rewrite any sentences in his autobiography.<br>Have students organize a hobby club and make an exhibit of hobbies. | Filmstrips:<br>**Using Good English Series** (Page C-26)<br>**Understanding Your Language Series** (Page C-27)<br>**Fundamentals of Vocabulary Building Series** (Page C-7) |
| | Statesman<br>Senator<br>Representative<br>Manager<br>Mayor<br>Governor<br>President | Have students listen to records: "Basic Parliamentary Practice."<br>Let the students decide what officers they need for the club.<br>Have them set up the needed qualifications for each officer or committee.<br>Have them elect these officers for the club. | Records:<br>**Citizenship Processes Series**<br>"Basic Parliamentary Practices" (Page C-38) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Telling Stories" (Pages 41 – 67)<br>"Writing Stories" (Pages 69 – 100)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 30, 35, 38, 39) | Author<br>Lecturer<br>Reporter<br>Editor<br>Clergyman<br>Lawyer<br>Historian<br>Radio and TV Announcer<br>Script writer<br>Entertainer<br>Actor<br>Actress<br>Teacher<br>Secretary<br>Journalist | Give the students an opportunity to tell a story to the class after discussing some suggestions for good story telling. Have students tell of an experience they had during a vacation.<br>Show filmstrips and discuss with the class.<br>Ask the students to write a make – believe story or a tall tale.<br>Have them discuss some stories they have heard.<br>Show filmstrips to the class on using Nouns, Pronouns, and Adjectives.<br>Ask a resource person to speak to the class on his occupation. If possible, use a person whose occupation is listed in this chapter.<br>Ask the speaker to explain how speaking is related to his job. | Filmstrips:<br>**Understanding Your Language Series**<br>"Word Order"<br>"Pitch, Stress and Juncture"<br>"Grammar in Words: Form Words"<br>(Page C-27)<br>**Fundamentals of Grammar Series**<br>(Page C-7)<br>**Focus on Language Series**<br>(Page C-7) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Have the students write a story using direct quotations after they have studied information given in the text.<br>Have students write about an interview with some person or about a visit to some industry, bank, etc.<br>Show filmstrips "Field Trips Out of The Ordinary" and/or "How Things Are Made," and ask the students to write a descriptive story about one of the films shown. | Filmstrips:<br>**Field Trips Out of The Ordinary Series**<br>(Page C-5)<br>**How Things Are Made Series**<br>(Page C-3)<br>**How We Build Things Series**<br>(Page C-5) |
| "Forming a Club"<br>(Pages 103 – 114)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Page 44) | President<br>Vice–President<br>Secretary<br>Reporter<br>Statesman<br>Senator<br>Representative | Have students listen to records on Parliamentary Procedures. Use activities suggested previously about a Hobby Club.<br>Let students have a club meeting. Following the meeting, discuss with students improvements that could be made. Do not fail to praise students for any part of the meeting | Records:<br>**Citizenship Processes Series**<br>"Basic Parliamentary Practice"<br>(Page C-38) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | due praise.<br>(Don't overdo this; be sincere.) | |
| "Communicating Ideas" (Pages 115 – 140)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 | All Careers involve some type of communication of ideas. | Show filmstrips on communication and discuss with the class.<br>Give students a list of occupations related to Language Arts. Explain how proper writing skills and speaking skills may influence chances for advancement in two of the listed occupations. | Filmstrips:<br>**The Community Series: Communications Set** (Page C-17)<br>**The Story of Communication Series** (Page C-6)<br>**Linguistic Backgrounds of English Series** (Page C-27)<br>**Focus on Language Series** (Page C-7) |
| | | Show filmstrips on writing friendly letters. Ask the students to write a friendly letter. Have them exchange the letters with other students for proofreading. | **Using Good English Series**<br>"Letter Writing For A Reason" (Page C-26) |

## CAREET EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Have students write a thank-you letter for some gift received. After the visit of a resource person, have students write a thank-you letter to that person. | |
| | | Have students write a business letter asking for needed free materials available. Sources can be found in **Educators Guide to Free Materials**, periodicals, etc. | Periodicals<br>**Educators Guide to Free Material**<br>Educators Progress Service Corporation<br>Randolf, Wisconsin |
| "Enjoying Books" (Pages 142 – 167) | Author<br>Poet<br>Librarian<br>Library Assistant<br>Teacher<br>Writer<br>Reporter<br>Performer<br>Book Salesman<br>Printer | Ask the students to read a book and make a report to the class.<br>Have them use standards set up for a book report and for listening to a book report.<br>A biography of some person would be one type of book. (Many of these are available in each classroom throughout the country.) | Books on many subjects |
| | | Show transparencies on the use of the library.<br>Have students make a book review file for the classroom, using suggestions in textbook. | Transparencies:<br>**Using The Library Series**<br>(Page C-15) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Using Reference Materials"<br>(Pages 173 – 189) | Author<br>Librarian<br>Library Assistant<br>Poet | Ask the students to make a list of all the the books or sources for reference available to the classroom. | Dictionary<br>Encyclopedia<br>Atlas<br>World Almanac<br>Yearbook |
| "Outlines and Reports"<br>(Pages 191 – 213) | Performer<br>Research Scientist<br>Reporter<br>Radio and TV Announcer<br>Secretary<br>Scientist | Show filmstrip on use of the dictionary.<br>Let the students find the careers listed in dictionary, study pronunciation, meaning, etc. | Filmstrips:<br>**Your Dictionary and How to Use It Series**<br>(Page C-26) |
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 33, 38, 39) | Census Taker<br>Auditors<br>Writers<br>Script Writer<br>Teacher<br>Statistician<br>Lawyers<br>Technical Writers<br>Stenographers | Ask the students to do research on some topic they have studied or are studying in Social Studies or Science.<br>Ask a reporter or publisher to explain his occupation to the class. | Resource person:<br>Local newspaper or radio reporter.<br>Newspaper publisher,<br>Radio station manager |
| "Enjoying Poetry"<br>(Pages 217 – 239) | Actor<br>Actress<br>Author<br>Composers (music)<br>Entertainer<br>Musician | Ask students to bring their favorite poems to read to the class.<br>Encourage students to write poems for the class. Both nonsense and other type poetry should be included. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Performer<br>Poet<br>Singer<br>Song Writer<br>Teacher<br>Writer | Some suggested poems for choral reading or for reading to the class are:<br>"History," by Eleanor Farjeon (Page 170)<br>"Stars," by Sara Teasdale (Page 150)<br>"The Long Road West," by Henry Herbert Knibbs (Page 188)<br>"The Sea Wolf," by Violet McDougal (Page 237)<br>"Forest Boat Song," by Richard Clyde Ford (Page 459) | **Trails To Treasure**<br>Ginn and Company |
| | | "Asleep At the Switch" by George Hoey (Page 56)<br>"A Poet's Prophecy," by Tennyson (Page 7)<br>"O Captain! My Captain!," by Walt Whitman<br>"The Miller of the Dee," by Charles Mackay (Page 39)<br>"If," by Rudyard Kipling (Page 51)<br>"How Cyrus Laid the Cable," by John G. Saxe<br>"Out in the Fields," by Louise Imogene Guiney (Page 73)<br>"The Village Blacksmith," by H. W. Longfellow (Page 97) | **Poems Teachers Ask For, Book I**<br>F. A. Owen Publishing Company |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | "Casey At The Bat," by Phineas Thayer (Page 100)<br>"Casey's Revenge," by James Wilson (Page 101)<br>"Better Than Gold," by Alexander Smart (Page 143) | |
| | | Discuss with students the fact that songs are poems set to music. Some suggested songs for reading or singing are:<br>"Drill, Ye Tarriers" (Page 52)<br>"Work On The Railroad" (Page 53)<br>"The Ballad of the Boll Weevil" (Page 54)<br>" 'Leven–Cent Cotton, and Forty–Cent Meat" (Page 55)<br>"The Cowboy's Life" (Page 60)<br>"The Erie Canal" (Page 62)<br>"Fisherman's Evening Song" (Page 65)<br>"The Blacksmith" (Page 66)<br>"Buy My Flowers" (Page 68) | **Singing Together**<br>Ginn and Company |
| | | "Erie Canal" (Page 78)<br>"My Hero's A Cowboy" (Page 137)<br>"The Young Man Who Wouldn't Hoe Corn" (Page 80)<br>"Cotton Needs A–Pickin" (Page 99)<br>"The Farmer Comes To Town" (Page 132) | **This is Music, 5**<br>Allyn and Bacon, Inc. |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | "The Sealing Cruise of the Lone Flier" (Page 172)<br>"Canaday – I –O" (Page 140)<br>"The Shanty Boys in the Pine" (Page 141)<br>"Voyagers" (Page 174)<br>"Red Iron Ore" (Page 139)<br>"The Wabash Cannonball" (Page 138)<br>"Spin, Spin, My Darling Daughter" (Page 41) | |
| "Listen to American English" (Pages 241 – 257)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 31, 34, 35) | Hostess<br>Usher<br>Customs Inspector<br>Interpreter<br>Translator<br>Reading Specialist<br>Speech Specialist<br>Advertising Manager<br>Public Relations<br>Sales Engineer<br>Traffic Manager<br>Retail Manager<br>Salesman<br>Sales Person<br>Secretary<br>Auctioneer | Show filmstrips to the class on the English language; discuss these with students. If anyone who speaks another language is available, ask him to come speak to the class. Ask students to collect words they hear mispronounced or misused. Discuss these in class. Ask students to place any mistakes they make in their self-improvement books. Use tape recorders to tape the students' language, and play back the tapes for students to hear. | Filmstrips:<br>**Understanding Your Language Series** (Page C-27)<br>**Linguistic Backgrounds of English Series** (Page C-27)<br>**Focus on Language Series**<br>"American Dialects" (Page C-7) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Demonstrator<br>Buyer<br>Floorwalker<br>Sports Writer<br>Lawyers<br>Editors<br>Clergyman<br>Teacher<br>Foreign Correspondent<br>Tutor<br>Journalist<br>Radio Announcer<br>TV Announcer<br>Radio or TV Entertainer<br>Reporter<br>Librarian<br>Proofreader<br>Lecturer<br>Author<br>Continuity Writer<br>Actor<br>Dramatic Critic<br>Scenario Writer<br>Copy Writer<br>Sales Clerks<br>Technical Writer | Have students role-play a librarian working in a school library assisting students with references needed to write a paper. Have them demonstrate two ways that a knowledge of language usage and pronunciation is needed in this occupation. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Language Arts
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Cryptographer (system of writing in secret characters)<br>Telephone Operator<br>Printer |  |  |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE , D. C. Heath

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "American – English Usage" (Pages 1 – 26)<br>English 6, Laidlaw (Pages 10 – 46)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 41, 42) | Hostess<br>Usher<br>Customs Inspector<br>Interpreter<br>Translator<br>Reading Specialist<br>Speech Specialist<br>Advertising Manager<br>Public Relations<br>Sales Engineer<br>Traffic Manager<br>Retail Manager<br>Salesman<br>Sales Person<br>Secretary<br>Auctioneer<br>Demonstrator<br>Buyer<br>Floorwalker<br>Sports Writer<br>Lawyers<br>Editors<br>Clergyman<br>Teacher<br>Foreign Correspondent<br>Tutor | Have the students give their answers to oral practice in the textbook and record their voices on tape while in progress.<br>Play back the tape to students and discuss students' answers.<br>Continue with all the oral exercises in the same manner.<br>Point out to students some good use of language each time the tape is played for listening.<br>Through this usage, help the students to improve their pronunciations and language usage.<br>Have the students collect a list of words they hear mispronounced and have them compile a list to use for further study.<br>Deal with words that are wrongly used the same way.<br>Have students write scripts for some of the listed occupations and then role-play the person they represent. | Tape recorder |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Journalist<br>Radio Announcer<br>T V Announcer<br>Radio or T V Entertainer<br>Reporter<br>Librarian<br>Proofreader<br>Lecturer<br>Author<br>Continuity Writer<br>Actor<br>Dramatic Critic<br>Scenario Writer<br>Script Writer<br>Copy Writer<br>Sales Clerks<br>Technical Writer<br>Cryptographer (system of writing in secret characters)<br>Telephone Operator<br>Printer | Have a class discussion about a successful social appearance. Emphasize the fact that this depends upon many things, namely:<br>1. Personal appearance<br>a. Facial expression<br>b. Clothes (clean and neat)<br>c. Hair (clean and neat)<br>d. Nails (clean and neat)<br>e. Teeth and mouth<br>2. Posture<br>3. Voice<br>4. Proper use of language, including good pronunciation and enunciation<br>5. Use of good manners | |
| | | Have students make a scrapbook using "My Self-Improvement Book" as the title. Have them include all facets of a person's successful social appearance in the book. Some suggestions include:<br>1. Pictures of proper dress for different | Scrapbook |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | occasions.<br>2. A list of improvements in speech needed.<br>3. Learn to pronounce at least one new word each day and add to a list of words when learned.<br>4. Pictures of the person "I Want To Be."<br>5. List of good manners I need to practice and record when one of these is used. | Pictures from magazines, etc. |
| | | Show filmstrips on behavior and discuss these with the class. | Filmstrips and Records:<br>**Human Values Series** (Page C-24)<br>**Getting Along in School Series** (Page C-16)<br>**Me, Myself and I Series** (Page C-8) |
| | | Help students organize journalism clubs and publish papers. | **Developing Basic Values Series** (Page C-21)<br>**Manners Make a Difference Series** (Page C-8) |
| | | Show filmstrip on communication and word usage, and follow with a class discussion. | **The Story of Communication Series** (Page C-6)<br>(Contd.) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | | Understanding Your Language, Group I Series (Page C-27)<br>Linguistic Backgrounds of English Series (Page C-27) |
| "Communicating The News" (Pages 28 – 51)<br>English 6, Laidlaw (Pages 92 – 102, 179 – 183, 290 – 292, 304 – 305)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 40, 42, 46, 47) | Editor<br>Writer<br>Correspondence Clerk<br>Clergyman<br>Lawyer<br>Proofreader<br>Lecturer<br>Historian<br>Sportscaster<br>Secondary Teacher<br>Researcher<br>Radio and T V Announcer<br>News Reporter<br>Advertising Copywriter<br>Secretary<br>Technical Writer<br>Cryptographer<br>Printer<br>Foreign Correspondent | Have students collect as many newspapers and news magazines as possible and locate as many sections of these as possible.<br>Have them place samples of each section on the bulletin board and label. Have them make a list of the major parts of the newspapers.<br>Allow students to visit a local newspaper plant; ask any available newspaper worker to visit the class and talk to the students about his job. | Newspapers<br>News magazines |
| | | Show filmstrips about newspapers and discuss with the class.<br>Have students plan a class or school newspaper. | Filmstrips:<br>The Communication Series: Communications Set |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Reporter<br>Continuity Writer<br>Graphic Artist<br>Script Writer<br>Copy Writer | Have students make a list of the newspaper staff and list each worker's duties.<br>Let students write paragraphs or news articles. Have them proofread these. After thorough class discussion on standards for an interview, appoint students to write articles after conducting interviews. | "Communication: The Newspaper" (Page C-17)<br>**Community Helpers Series**<br>"How to Read A Newspaper" (Page C-20)<br>**The Newspaper in America Series** (Page C-27) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Using Nouns and Adjectives"<br>(Pages 53 – 68)<br><br>English 6, Laidlaw<br>(Pages 49 – 64,<br>190 – 207,<br>345 – 362)<br><br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 40, 47) | Secretary<br>Author<br>Sports Writer<br>Foreign Correspondent<br>Journalist<br>Reporter<br>Printer<br>Technical Writer<br>Editor<br>Teacher<br>Lawyer<br>Proofreader<br>Lecturer<br>Copy Writer<br>Script Writer<br>Clergyman<br>Correspondence Clerk<br>Historian<br>Announcer, Radio and T.V.<br>Interpreter<br>Clerks<br>Stenographer<br>Receptionist<br>Buyer | Let the students use paragraphs from other books to select nouns.<br>Have them place these in two columns with the headings singular and plural.<br>Let them use the same paragraphs to select adjectives for listing.<br>Let the students write a paragraph describing something they saw on the way to school. Have them read the paragraphs to the class. After reading, have students underline the adjectives and see if they can use more colorful or exact adjectives.<br>Compare the two paragraphs.<br>Some suggestions for other paragraphs to write:<br>a. Me in 1992<br>What will you be?<br>Where will you be?<br>Who will you be?<br>b. The person I would like to be.<br>c. My career<br><br>Show filmstrips to the class that have already been listed if they have not been previously. | Library books and other textbooks |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Using Verbs to Improve Writing" (Pages 70 – 98)<br>English 6, Laidlaw (Pages 130 – 137, 150 – 156, 267 – 277, 326)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 40, 47) | Secretary<br>Author<br>Sports Writer<br>Foreign Correspondent<br>Journalist<br>Reporter<br>Printer<br>Technical Writer<br>Editor<br>Teacher<br>Lawyer<br>Proofreader<br>Lecturer<br>Copy Writer<br>Script Writer<br>Clergyman<br>Correspondence Clerk<br>Historian<br>Announcer, Radio and T V<br>Interpreter<br>Clerks<br>Stenographer<br>Receptionist<br>Buyer | Give the students a list of objects and have them choose one. Have them pretend they are the object and write a make-believe, action story about it. Some suggestions are: peanut, apple, cookie, ruler, eraser, thumbtack, chair, desk, whistle, pen, pencil, penny, nickel, dime, shoe, key, notebook, and book.<br>Have the students write an imaginary story about a visit to some industry in the area that they have not visited. When the story is read, have the students who have visited the industry make a list of the mistaken or wrong ideas given. This will be more fun if the students are challenged to use as few mistaken or wrong ideas as possible. The best story will be the one with the smallest number of grammatical or idea errors.<br>Writing these articles may help students make decisions in choosing a high school curriculum that will lead toward a future career. |  |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Storytelling and Sharing Books" (Pages 100 – 115)<br>English 6, Laidlaw (Pages 213 – 226)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 47) | Author<br>Poet<br>Librarian<br>Script Writer<br>Entertainer (Story Teller)<br>Comedian<br>Actor<br>Actress<br>Minister<br>After–dinner Speaker | Let students give an oral and a written report on the biography of a famous person. Make up a list of standards for giving a report that will apply to your particular class; also make a list of standards for listening to another person make a report. Let the students write their own imaginary fairy stories and illustrate the stories. These can be placed on display for others in the class to read.<br>Have students role-play an after–dinner speaker. Tell them to choose any subject. | Library books |
| "Gathering Information" (Pages 116 – 143)<br>"Oral and Written Reports" (Pages 149 – 161)<br>English 6, Laidlaw (Pages 101 – 103) | Writer<br>Teacher<br>Librarian<br>Author<br>Research Scientist<br>Reporter<br>Secretary<br>Library Assistant<br>Radio and T V Announcer | Show filmstrips on use of the dictionary and discuss with the class. Give the students a list of words and have them use the dictionary to find as much information as possible about them. (Give each student three or four different words.) Discuss these words in class. | Filmstrips:<br>**Your Dictionary and How to Use It Series** (Page C-26)<br>Dictionary |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Give each student one of the types of reference books available to the class and tell them to list the types of information to be found in each type of reference. | |
| | | Give the students a list of the parts of a book and have them locate these in their own textbooks. Let one group use the English book, one group Science, etc. Discuss these in class. Parts to find are:<br>Title page<br>Copyright page<br>Preface or foreward<br>Table of contents<br>Appendix, Glossary, or Handbook<br>Index | Textbooks |
| | | Have students write a report on one of the occupations listed in the suggestions for Language Arts. Science subjects can also be used as topics for reports. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Friendly and Business Communications"<br>(Pages 165 – 185) | Secretary<br>Correspondence Clerk<br>Any person who writes letters<br>Businessman<br>Teacher<br>Executive Secretary<br>Legal Secretary<br>Stenographer | Have the students make up a test consisting of ten good questions that could be given to the rest of the class about writing letters. They should also furnish answers.<br>Have students write a business letter requesting some free materials for the class to use.<br>The addresses for these free materials can be found in "Grade Teacher," "Instructor," etc. If available, the **Guide to Free Curriculum Materials** can be used. | Periodicals<br>**Guide to Free Curriculum Material**<br>Educators Progress |
| "Enjoying Poetry"<br>(Pages 213 – 237)<br>English 6, Laidlaw<br>(Pages 24 – 25,<br>104 – 105,<br>185 – 186,<br>224 – 225,<br>259 – 260) | Poet<br>Musician<br>Song Writer<br>Actor<br>Actress<br>Teacher<br>Writer<br>Performer<br>Singers<br>Composers | Use poems about occupations for oral reading. Some suggested poems are:<br>**A Call To Adventure**<br>"I Hear America Singing,"<br>by Walt Whitman (Page 365)<br>"The Secret of the Machines,"<br>by Rudyard Kipling (Page 122) | **A Call To Adventure**<br>Lyons & Carnahan |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | **Deeds of Men**<br>"The Scientist," by Emily P. Black (Page 71)<br>"The Thinker," by Berton Braley (Page 128)<br>"Builders," by John Ruskin (Page 405)<br>"The Village Blacksmith," by Henry Wadsworth Longfellow<br>"The Ship-Builders," by John Greenleaf Whittier<br>"Casey at the Bat," by Ernest L. Thayer | **Deeds of Men**<br>The Developmental Reading Series<br>Lyons & Carnahan |
| | | **Let's Say Poetry Together**<br>"Grammar in Rhyme" (Page 44)<br>"Wilbur Wright and Orville Wright," by William Blake (Page 50)<br>"Nurse's Song," by William Blake (Page 50)<br>"The Cobbler," Anonymous<br>"I Hear America Singing," by Walt Whitman (Page 69)<br>"Boats," Unknown (Page 85)<br>"Highway Traffic," by Carrie Rasmussen (Page 86) | **Let's Say Poetry Together,**<br>Burgess Publishing Company |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Area
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  |  | "The Fun of Outer Space,"<br>by Adah Miner<br>"The Railroad Cars Are Coming,"<br>Anonymous (Page 87)<br>"Jet Planes,"<br>by Carrie Rasmussen (Page 89)<br>"Now A Satellite,"<br>by Louis Ginsberg (Page 90)<br>"The Energetic Sea,"<br>Anonymous (Page 93)<br>"Our Astronauts,"<br>by Carrie Rasmussen (Page 175) |  |
|  |  | Teach students songs about careers. Explain that songs are poems set to music. Out text, **This is Music**, by Allyn and Bacon, has several of these.<br>**2nd Grade**<br>"Building"<br>"Let's Build a Town"<br>"At the Airport"<br>"I Like to Live on a Farm"<br>**3rd Grade**<br>"My Farm"<br>"The Blacksmith" | Textbooks:<br>**This Is Music**<br>2, 3, 4, 5, 6<br>Allyn and Bacon |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | "I Am a Gay Musician"<br>**4th Grade**<br>"A Railroad for Me"<br>"The Rich Old Farmer"<br>"Cowboy's Meditation"<br>"Drill, Ye Tarriers, Drill!"<br>"My Rocket Ship"<br>"The Orchestra"<br><br>Other Songs:<br>**5th Grade**<br>"Erie Canal"<br>"The Young Man Who Wouldn't Hoe Corn"<br>"Cotton Needs A' Pickin' "<br>"The Miller"<br>"Old Rosin, the Beau"<br>"The Farmer Comes to Town"<br>"The Wabash Cannonball"<br>"Red Iron Ore"<br>"The Shanty Boys in the Pine"<br>"Voyagers"<br>**6th Grade**<br>"I've Been Working on the Railroad"<br>"The Railroad Corral"<br>"John Robertson"<br>"Shanty-Man's Life" | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Language Arts
Adopted Text: ENGLISH IS OUR LANGUAGE

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | "Herdsman's Song in Spring"<br>"Call John the Boatman"<br>"A Sailor's Thought of Home"<br>"The Happy Plowman"<br>Choose one career that appealed to you as you engaged in the activities. Explain in writing how a study of language arts would help you get a job in this area. | |

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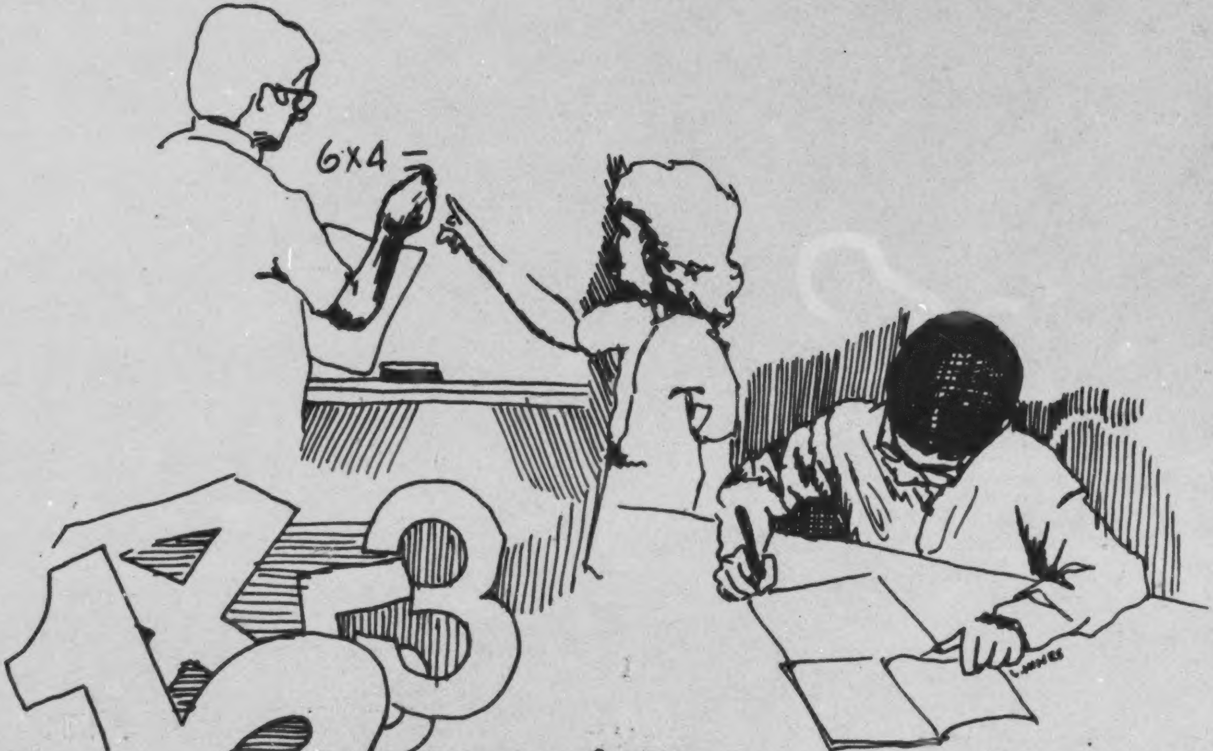
# MATHEMATICS

## GRADES 4 - 6



# MATHEMATICS

## EDUCATIONAL OBJECTIVES

## GRADES 4 - 6

1. The students will realize that to survive in our world of increased specialization, automation, and technological developments, they need to become familiar with and proficient in the use of the four fundamental operations in mathematics – addition, subtraction, multiplication and division – using both whole and fractional numbers.

2. The students will discover that they need to prepare for living now and also for the future which holds some of the careers available now and those careers that are yet to be created.

3. The students will observe that all measurements are comparisons of the size of one thing with the size of something else and that all measurements are approximate, with the precision of a measurement depending upon the unit of measure and the method used.

4. The students will become more familiar with geometric terms and concepts and will become more observant of geometric forms around them and how they are used by many people in the jobs they perform.

5. The students will become more proficient in the use of equations, inequalities, equivalents and sequences in working with numbers.

6. The students will acquire the ability to analyze problems so that they will be able to select relevant facts to solve problems accurately.

7. The student will identify math related careers and will be permitted to hear a resource person who is involved in a math related career.

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS, L. W. Singer Compnay, Inc., 1969

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part I<br>"Sets"<br>(Pages 1 – 21)<br>Part 2<br>"More About Sets"<br>(Pages 294 – 303)<br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 69) | Operations of sets are used in all career areas. | Have students list some career areas in which sets are used (jobs in a bank, in a grocery store, in a factory, etc.).<br>Get subsets from each career area or set.<br>Place sets of career areas and subsets on discs for easy manipulation. Apply set operations – union, intersection, difference.<br>Have students show an empty, equal, and unequal set, and less than or greater than values. | Encyclopedias<br>Dictionary<br>Other reference books |
| Part 2<br>"Addition and Subtraction"<br>(Pages 22 – 45)<br>Part 4<br>"Multiplication and Division"<br>(Pages 60 – 75)<br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 72) | These facts are used in all career areas. | Ask students to name jobs that involve adding, subtraction, multiplying, and dividing. They will realize that all job areas involve these abilities. Have students make up and solve reading problems about certain jobs using addition, subtraction, multiplication and division facts. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Mathematics
Adopted Text: SET AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 3<br>"Geometry"<br>(Pages 46 – 59)<br>Part 17<br>"More Geometry"<br>(Pages 254 – 265) | Astronomer<br>Architect<br>Surveyor<br>Mathematician<br>Carpenter<br>Stage Designer<br>Landscape Architect<br>Fabric Designer<br>Industrial Engineer<br>Contractor | Put a pair of end points on the chalkboard. Ask students to "build" the line by adding more and more points. This introduces a line segment. Have students construct right angles, prisms, and pyramids. Have students name jobs of earlier times that pertain to these geometric figures.<br>Have students do research on star constellations and construct geometric figures from this study of constellations. | Straightedge |
| Part 12<br>"Constructions"<br>(Pages 180 – 190)<br>Curriculum Guide for Jones County Schools Grades 4 – 11<br>(Pages 76, 77) | Draftsman<br>Instrument Maker<br>Carpenter Apprentice<br>Civil Engineer<br>Cement Mason<br>Physicist<br>Interior Decorator<br>Meteorologist<br>Roofer<br>Bricklayer | Have students construct line segments and arcs of a circle. | Compass<br>Straightedge |
| Part 10<br>"Systems of Numeration"<br>(Pages 168 – 183) | Computer Programmer<br>Accountant<br>Bookkeeper | Use a calendar and have students change arithmetic numbers to base numbers on the days and year to introduce base numbers. (See Next Page.) | |

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## January 1973

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |  |  |  |

## January $30343_{\text{five}}$

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  | $1_{\text{five}}$ | $2_{\text{five}}$ | $3_{\text{five}}$ | $4_{\text{five}}$ | $10_{\text{five}}$ | $11_{\text{five}}$ |
| $12_{\text{five}}$ | $13_{\text{five}}$ | $14_{\text{five}}$ | $20_{\text{five}}$ | $21_{\text{five}}$ | $22_{\text{five}}$ | $23_{\text{five}}$ |
| $24_{\text{five}}$ | $30_{\text{five}}$ | $31_{\text{five}}$ | $32_{\text{five}}$ | $33_{\text{five}}$ | $34_{\text{five}}$ | $40_{\text{five}}$ |
| $41_{\text{five}}$ | $42_{\text{five}}$ | $43_{\text{five}}$ | $44_{\text{five}}$ | $100_{\text{five}}$ | $101_{\text{five}}$ | $102_{\text{five}}$ |
| $103_{\text{five}}$ | $104_{\text{five}}$ | $110_{\text{five}}$ | $111_{\text{five}}$ |  |  |  |

## FEBRUARY 1973

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 |  |  |  |

## FEBRUARY $11110110101_{\text{two}}$

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  |  |  |  | $1_{\text{two}}$ | $10_{\text{two}}$ | $11_{\text{two}}$ |
| $100_{\text{two}}$ | $101_{\text{two}}$ | $110_{\text{two}}$ | $111_{\text{two}}$ | $1000_{\text{two}}$ | $1001_{\text{two}}$ | $1010_{\text{two}}$ |
| $1011_{\text{two}}$ | $1100_{\text{two}}$ | $1101_{\text{two}}$ | $1110_{\text{two}}$ | $1111_{\text{two}}$ | $10000_{\text{two}}$ | $10001_{\text{two}}$ |
| $10010_{\text{two}}$ | $10011_{\text{two}}$ | $10100_{\text{two}}$ | $10101_{\text{two}}$ | $10110_{\text{two}}$ | $10111_{\text{two}}$ | $11000_{\text{two}}$ |
| $11001_{\text{two}}$ | $11010_{\text{two}}$ | $11011_{\text{two}}$ | $11100_{\text{two}}$ |  |  |  |

## MARCH 1973

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## MARCH $13045_{\text{six}}$

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  |  |  |  | $1_{\text{six}}$ | $2_{\text{six}}$ | $3_{\text{six}}$ |
| $4_{\text{six}}$ | $5_{\text{six}}$ | $10_{\text{six}}$ | $11_{\text{six}}$ | $12_{\text{six}}$ | $13_{\text{six}}$ | $14_{\text{six}}$ |
| $15_{\text{six}}$ | $20_{\text{six}}$ | $21_{\text{six}}$ | $22_{\text{six}}$ | $23_{\text{six}}$ | $24_{\text{six}}$ | $25_{\text{six}}$ |
| $30_{\text{six}}$ | $31_{\text{six}}$ | $32_{\text{six}}$ | $33_{\text{six}}$ | $34_{\text{six}}$ | $35_{\text{six}}$ | $40_{\text{six}}$ |
| $41_{\text{six}}$ | $42_{\text{six}}$ | $43_{\text{six}}$ | $44_{\text{six}}$ | $45_{\text{six}}$ | $50_{\text{six}}$ | $51_{\text{six}}$ |

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## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Mathematics
Adopted Text: SET AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 85 – 86) | Aerospace Engineer<br>Nuclear Scientist<br>Aeronautical Draftsman<br>Systems Analyst<br>Aeronautical Technician | Use a clock face and have students change arithmetic numbers to Roman numerals as an introduction.<br>(See Next Page.) | |
| Part 5 "Fractions" (Pages 76 – 93) | Carpenter<br>Architect<br>Surveyor<br>Draftsman | Have children draw geometric figures. Have them divide each figure into parts and write the fractional part on each part of the figure. | Construction paper<br>Straightedge |
| Part 13 "More About Fractions" (Pages 192 – 211) | Contractor<br>Accountant<br>Pharmacist<br>Welder<br>Lathe Operator<br>Machinist | Discuss with students uses of fractions in career areas.<br>Using a number line and geometric figures, have students add and subtract fractions with like denominators. | |
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 70) | Chemist<br>Instrument Maker<br>Millwright<br>Plumber<br>Pipefitter<br>Mathematician<br>Mechanical Engineer<br>Sheet Metal Worker<br>Dressmaker | Using geometric figures, have students fill in blanks with greater than or less than symbols with fractions having unlike denominators. Discuss the uses of these exercises in different careers with the class. | |

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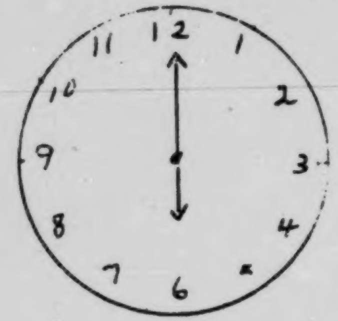
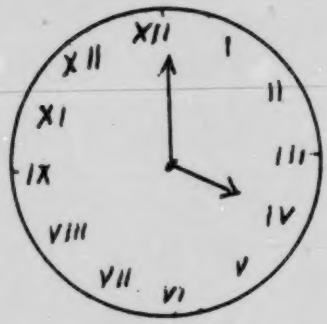
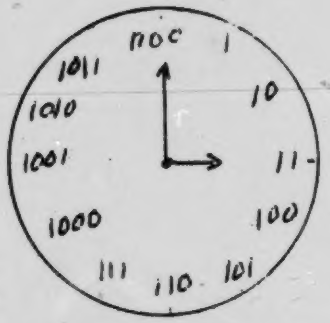
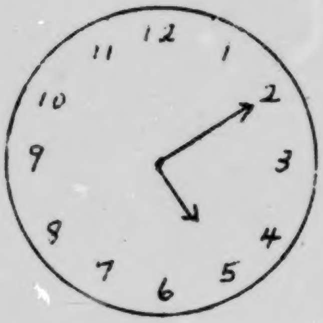
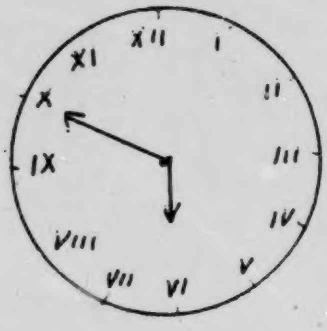




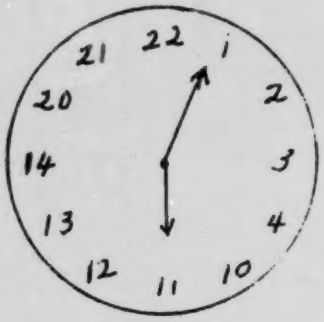
Base Two

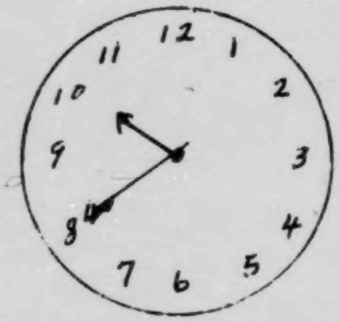


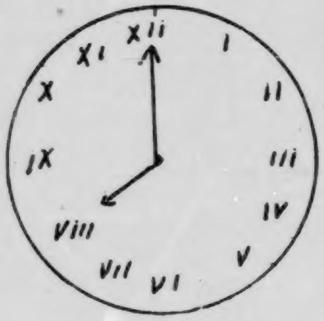




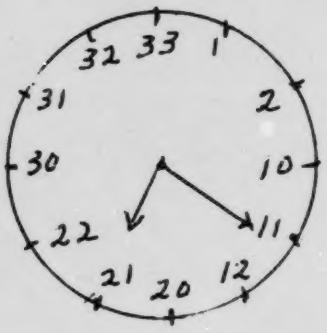
Base Five







Base Three



## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Industrial Engineer<br>Dentist<br>Medical Doctor<br>Chemical Engineer<br>Cashier<br>Bookkeeper<br>Chef<br>Dietician<br>Baker<br>Restaurant Manager | Have a bookkeeper or cashier discuss his career with the class. | Resource person:<br>Bookkeeper<br>Cashier, etc. |
| Part 6<br>"Laws of Arithmetic"<br>(Pages 94 – 115) | The laws of arithmetic are used in all career areas. | Have the students make lists of all the careers that may have to do with the laws of arithmetic. | |
| Part 8<br>"The Distributive Law for Multiplication"<br>(Pages 126 – 145) | | Have students use various objects to demonstrate that addition and multiplication are commutative and that subtraction and division are not commutative nor are they associative. Have them give reasons for each demonstration. | Object specimens |
| Part 9<br>"The Distributive Law for Division"<br>(Pages 144 – 153) | | Discuss and correlate for students the distributive law of multiplication and division with the distribution of goods and careers that may be sought. | |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 10<br>"Place Value"<br>(Pages 154 – 163)<br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 85) | Place value is used in all career areas. | Use many plastic bags filled with ten marbles and have students manipulate to study place value. Use loose marbles for units place, etc. | Plastic bags<br>Marbles or rocks |
| Part II<br>"Number Applications"<br>(Pages 164 – 179) | Plant Manager<br>Factory Worker<br>Architect<br>Carpenter<br>Roofer<br>Bricklayer<br>Cement Mason<br>Surveyor<br>Interior Decorator<br>Painter<br>Draftsman<br>Millwright<br>Tool Designer<br>Plumber<br>Contractor<br>Furniture Designer | Use manipulative clock faces made by students to help in the study of the units of hours, minutes, and seconds. | Construction paper<br>Paper brads |
| Part 15<br>"Average"<br>(Pages 230 – 237) | | By research have students find the distance in miles to some major cities in the United States. Then let students estimate the distance in time, later looking up the correct answers. | Encyclopedias<br>Maps |
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 78 – 79) | | Have students measure the length and width of the classroom and compare to the size of other classrooms in the school. | Yardstick<br>Measuring tape |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Machine Designer<br>Astronomer<br>Physicist<br>Mathematician<br>Electrical Engineer<br>Scientist<br>Meteorologist<br>Stage Designer<br>Landscape Architect<br>Oceanographer<br>Housewife<br>Cook<br>Dietition<br>Home Economist<br>Chef<br>Baker<br>Caterer<br>Hotel Manager<br>Restaurant Manager<br>Nurse<br>Doctor<br>Nurse's Aide<br>Man Nurse<br>Airport Superintendent<br>Airline Ticket Agent<br>Airline Dispatcher | Have students fill pint, quart and gallon size jars with water. Have them show the relationship in these liquid measurements. Bring in cups, measuring spoons, boxes equal to bushels and pecks. Have students demonstrate relationships here. Have them name jobs that use liquid and dry measurement.<br>Have students measure textbooks, pencils, desks, etc. in classroom,using linear measure.<br>Have students visit a store near the school and make actual purchases.<br>Measure the weight of five students in the class and find the average.<br>Have students list at least three careers that require an understanding of Basic Math, and tell how Math is used. | Pint, quart, and gallon size jars<br>Cups<br>Measuring spoons<br>Bushel basket |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Air Traffic Controller<br>Airline Stewardess<br>Baggage Handler<br>Airline Pilot<br>Flight Engineer<br>Navigator<br>Railroad Conductor<br>Railroad Dispatcher<br>Railroad Ticket Agent<br>Bus Driver<br>Admiral<br>Truck Driver<br>Travel Agent<br>Quartermaster<br>Signalman<br>Atomic Energy Technician<br>Areonautical Engineer<br>Areospace Technician<br>Computer Programmer<br>Astronomer<br>Astronaut<br>Aeronautical Draftsman<br>Grocery Clerk<br>Butcher<br>Cattleman<br>Truck Farmer |  |  |

## CAREER EDUCATION — ELEMENTARY LEVEL

Grade: 4
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Pharmacist<br>Poultry Farmer<br>Service Station Attendant<br>Department Store Clerk<br>Bank Teller | | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS, L. W. Singer Company, Inc., 1969

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 1<br>"Sets"<br>(Pages 1 – 13)<br><br>Part 21<br>"More About Sets"<br>(Pages 312 – 323)<br><br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 84 & 92) | Sets may be used in all career areas.<br><br>Astronomer<br>Architect<br>Surveyor<br>Mathematician<br>Carpenter<br>Stage Designer<br>Landscape Architect<br>Fabric Designer<br>Industrial Engineer<br>Contractor<br>Draftsman<br>Instrument Maker | Students will divide into groups and will be given a list of careers. Each group will demonstrate with the careers, empty, equal, and equivalent, disjoint, and overlapping sets. Let students regroup and demonstrate with the areas the operations of sets – union, intersection and difference. Let each group make from construction paper the symbols for each operation. Have students show a proper subset and the symbol for it.<br><br>Have students search for objects in the classroom that may form a geometric figure. These objects will serve as a set of points.<br><br>Have students write a description of each object after a definition of a set of points has been established.<br><br>Have students use the operations of intersection and union and draw line segments demonstrating these operations. | Construction paper |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 2<br>"Laws of Arithmetic"<br>(Pages 14 – 31) | The laws of arithmetic are used in all career areas. | Have students use a number line to write addition sentences and find the sums.<br>A number line has the same principle as a time line for archeology or history. | |
| Part 3<br>"Multiplication and Division"<br>(Pages 32 – 55) | | Have students use various objects to make subtraction sentences. Have them find the difference and prove that subtraction is not commutative. | |
| Part 6<br>"More Division"<br>(Pages 92 – 113) | | Have students make a multiplication table on a full-sized sheet of paper. Have them keep it in a notebook. Go over with students the construction of it and the correct way to use it. | |
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 88 – 89, 91) | | Have the students demonstrate on the blackboard, division facts from a previous assignment. Check the division. Explain to students why division is not commutative or associative. | |
| | | Ask students to name all the multiples of ten and apply them in multiplication and division. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 4<br>"Geometry"<br>(Pages 56 – 69)<br>Part 9<br>"Space Figures"<br>(Pages 154 – 167)<br>Part 17<br>"More Geometry"<br>(Pages 266 – 279)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 92 – 99) | Carpenter Apprentice<br>Civil Engineer<br>Electrical Engineer<br>Cement Mason<br>Physicist<br>Interior Decorator<br>Meteorologist<br>Roofer<br>Bricklayer<br>Aeronautical Engineers<br>Architect<br>Astronomer<br>Artist<br>Carpenter<br>Chemical Engineer<br>Ceramic Engineer<br>Civil Engineer<br>Contractor<br>Decorator<br>Draftsman<br>Fabric Designer<br>Geologists | Have students make a list of all the prime numbers up to one hundred.<br>Have students find and list objects in classroom and on campus that form geometric figures.<br>Have students bisect line segments, construct equilateral, isosceles and scalene triangles. Have them construct lines of symmetry. Ask students to name things that may be a line of symmetry, line segment, etc.<br>Draw and cut out geometric figures. Have them label each one. Let them make decorations for the room (mobile, etc.) from the figures.<br>Ask students to name things that may be parallel, perpendicular, etc. Have them construct perpendicular lines, parallel lines, and other geometric figures. | |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Geophysicists<br>Industrial Designer<br>Landscape Architect<br>Mathematician<br>Metallurgical Engineer<br>Mining Engineer<br>Oceanographer<br>Engineering and Science Technician<br>Optometrist | Have students use patterns furnished by the coordinator or those in the appendix of the teacher's edition of the text to construct rectangular prisms, triangular prisms, pentagonal prisms, hexagonal prisms, triangular pyramid, pentagonal pyramids, and hexagonal pyramids. Have them label these. Ask the students to find an example of each of these. | |
| Part 5<br>"Fractions"<br>(Pages 70 – 91) | Carpenter<br>Architect<br>Surveyor<br>Draftsman<br>Contractor<br>Accountant<br>Pharmacist<br>Welder<br>Lathe Operator<br>Machinist<br>Chemist<br>Instrument Maker<br>Millwright<br>Plumber<br>Pipe Fitter | Have students use cutouts of geometric figures and tell what fractional part of a a certain figure is shaded or unshaded. | Construction paper |
| Part 8<br>"More Fractions"<br>(Pages 134 – 155) | | Have students measure the length, width, thickness, etc. of pencil, paper, book, desk, etc. Have them give answers as proper and improper fractions and mixed numbers. | Color Filmstrips:<br>**Seeing the Use of Numbers Series, Set V**<br>(Page C-6) |
| Part 13<br>"Using Fractions"<br>(Pages 208 – 225) | | Discuss with students the use of fractions in everyday life. Use reading problems which relate to activities of the student at home and at school to add, subtract, multiply and divide fractions with the same denominators and different denominators. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 14<br>"Decimal Fractions"<br>(Pages 226 – 237) | Mathematician<br>Mechanical Engineer<br>Sheet Metal Worker<br>Dressmaker | Have students change fraction names to decimal fractions and apply to money as related to a nickel as what fractional part of a dollar. | |
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 88 – 90, 95, 98) | Industrial Engineer<br>Dentist<br>Medical Doctor<br>Chemical Engineer<br>Cashier<br>Bookkeeper<br>Chef<br>Dietician | Ask a surveyor, a dressmaker, and a banker to act as the "Answer Man" in a question and answer period concerning math related careers. | Resource people:<br>Dressmaker<br>Banker<br>Surveyor |
| Part 7<br>"Measuring"<br>(Pages 114 – 133) | Architect<br>Carpenter<br>Roofer<br>Bricklayer | Have students use linear measure to measure book, paper, desk, etc. in the classroom. Have them use both feet and inches and metric measure. | Ruler<br>(feet and inches and metric) |
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 111, 112) | Cement mason<br>Surveyor<br>Interior Decorator<br>Painter<br>Draftsman<br>Millwright<br>Tool Designer | Have students measure the classroom and find the area of the floor.<br>Have students make a scale drawing of the classroom and/or the campus. | Yardstick or steel measuring tape.<br>Graph paper<br>Ruler, Yardstick<br>Measuring tape |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Plumber<br>Contractor<br>Furniture Designer | Have students find the perimeter of a filing cabinet, classroom, school building, gym or campus. | Ruler<br>Yardstick<br>Measuring tape |
| | Machine Designer<br>Astronomer<br>Physicist<br>Mathematician | Have students use a scale drawing of a house to find the floor area for each room to be used in buying carpets. | |
| | Electrical Engineer<br>Civil Engineer<br>Scientist<br>Meteorologist<br>Stage Designer<br>Interior Designer<br>Landscape Architect<br>Oceanographer<br>Scientist<br>Physicist | Have students keep a record of outside temperature at a certain time each day for a specified length of time. Have them make a graph of the information. | Thermometer |
| | Housewife<br>Cook<br>Dietician<br>Home Economist | Bring a receipe for punch and let students increase it the number of times needed to serve the class. Have them measure the ingredients and make the punch. | |
| | Chef<br>Baker<br>Caterers<br>Hotel Manager | Have students discuss what careers are related to this type of work. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Restaurant Manager | | |
| | Atomic Energy Technician<br>Aeronautical Engineer<br>Aerospace Technician<br>Computer Programmer<br>Astronomer<br>Astronaut<br>Aeronautical Draftsman | By conducting research have the students determine the time in days, hours, etc., of the shortest and longest space flight made by the United States.<br>Have students stage a simulated countdown for a spaceflight. | World Book Encyclopedia Yearbooks |
| | Grocery Clerk<br>Stock Clerk<br>Butcher<br>Cattleman<br>Truck Farmer<br>Pharmacist<br>Poultry Farmer | Have students bring in various objects and weigh them in units of pounds and ounces. Have them convert pounds to ounces and ounces to pounds. | Object specimens |
| | Service Station Attendant<br>Department Store Clerk<br>Bank Teller<br>Grocery Checker | Set up an area in the room as a store. Arrange for all students to participate as a buyer or a sales clerk or cashier in the buying and selling of various objects. | Paper money<br>Object specimens |
| | Doctor<br>Practical Nurse<br>Registered Nurse | Have each student use a watch to get the pulse rate of a fellow student in beats per minute. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Nurse's Aide<br>Man Nurse | | |
| | Airport Superintendent<br>Airline Ticket Agent<br>Airline Dispatcher<br>Air Traffic Controllers<br>Airline Stewardess<br>Baggage Handler<br>Pilot<br>Flight Engineer<br>Navigator<br>Railroad Conductor<br>Railroad Dispatcher<br>Railroad Ticket Agent<br>Bus Driver<br>Admiral<br>Travel Agent<br>Quartermaster<br>Signalman | Have students determine departure and arrival times, by the clock and by the calendar, of persons who travel by plane, train, ship, or other vehicles.<br>Show related filmstrips to the class and discuss. Also use any available transparencies. | Airline and train schedules<br>Filmstrips:<br>**Arithmetical Experiences for the Third Year Series** (Page C-6)<br>**Seeing the Use of Numbers Series** (Page C-6)<br>Transparencies:<br>**Thermometers Series** (Page C-15) |
| Part 10 "Systems of Numeration" (Pages 168 – 183) | Mathematician<br>Engineer (all types)<br>Researcher | Ask the students to find Roman numerals on as many different objects or in as many different places as possible. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 85, 86) | Statistician<br>Computer Programmer | Ask students to make addition and subtraction tables for base ten, five, three and two.<br>See Pages 138 &139<br>Also have students work with the calendar and clocks.<br>See Pages 136 & 137 | |
| Part 12 "A Coordinate System" (Pages 194 – 207)<br>Part 15 "Graphs" (Pages 238 – 251)<br>Part 20 "Graphs and Functions" (Pages 300 – 311) | Astronomer<br>Mathematician<br>Meteorologist<br>Earth Scientist<br>Aerospace Engineer<br>Draftsman<br>Surveyor<br>Physicist<br>Oceanographer<br>Business Executive<br>Guidance Counselor<br>Statistician | Have students graph information of scores made on ball games, population increase in Mississippi, etc., or any activity related to the school.<br>Ask the students to find many types of tables, charts, or graphs, such as flight schedules, sports scores, standings, and population and area charts that are used in social studies, etc. | |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 99, 100) | Public Accountant<br>Investment Advisor<br>Banker<br>Systems Analyst<br>Tax Expert<br>Insurance Appraiser<br>Auditor<br>Budget Clerk<br>Billing Clerk | | |
| Part 16 "Mathematical Sentences" (Pages 252 – 265) | Mathematical sentences are used in all areas. | Have students make their own English sentences after reading a group of ten or more mathematical sentences about activities at their school. | |
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 98) | | Ask the students to read a group of sentences about themselves; then ask the students to write and solve an equation for each sentence. | |

## January 1973

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

## January $30343_{\text{five}}$

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
| | $1_{\text{five}}$ | $2_{\text{five}}$ | $3_{\text{five}}$ | $4_{\text{five}}$ | $10_{\text{five}}$ | $11_{\text{five}}$ |
| $12_{\text{five}}$ | $13_{\text{five}}$ | $14_{\text{five}}$ | $20_{\text{five}}$ | $21_{\text{five}}$ | $22_{\text{five}}$ | $23_{\text{five}}$ |
| $24_{\text{five}}$ | $30_{\text{five}}$ | $31_{\text{five}}$ | $32_{\text{five}}$ | $33_{\text{five}}$ | $34_{\text{five}}$ | $40_{\text{five}}$ |
| $41_{\text{five}}$ | $42_{\text{five}}$ | $43_{\text{five}}$ | $44_{\text{five}}$ | $100_{\text{five}}$ | $101_{\text{five}}$ | $102_{\text{five}}$ |
| $103_{\text{five}}$ | $104_{\text{five}}$ | $110_{\text{five}}$ | $111_{\text{five}}$ | | | |

## FEBRUARY 1973

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

## FEBRUARY $11110110101_{\text{two}}$

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
| | | | | $1_{\text{two}}$ | $10_{\text{two}}$ | $11_{\text{two}}$ |
| $100_{\text{two}}$ | $101_{\text{two}}$ | $110_{\text{two}}$ | $111_{\text{two}}$ | $1000_{\text{two}}$ | $1001_{\text{two}}$ | $1010_{\text{two}}$ |
| $1011_{\text{two}}$ | $1100_{\text{two}}$ | $1101_{\text{two}}$ | $1110_{\text{two}}$ | $1111_{\text{two}}$ | $10000_{\text{two}}$ | $10001_{\text{two}}$ |
| $10010_{\text{two}}$ | $10011_{\text{two}}$ | $10100_{\text{two}}$ | $10101_{\text{two}}$ | $10110_{\text{two}}$ | $10111_{\text{two}}$ | $11000_{\text{two}}$ |
| $11001_{\text{two}}$ | $11010_{\text{two}}$ | $11011_{\text{two}}$ | $11100_{\text{two}}$ | | | |

## MARCH 1973

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## MARCH $13045_{\text{six}}$

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
| | | | | $1_{\text{six}}$ | $2_{\text{six}}$ | $3_{\text{six}}$ |
| $4_{\text{six}}$ | $5_{\text{six}}$ | $10_{\text{six}}$ | $11_{\text{six}}$ | $12_{\text{six}}$ | $13_{\text{six}}$ | $14_{\text{six}}$ |
| $15_{\text{six}}$ | $20_{\text{six}}$ | $21_{\text{six}}$ | $22_{\text{six}}$ | $23_{\text{six}}$ | $24_{\text{six}}$ | $25_{\text{six}}$ |
| $30_{\text{six}}$ | $31_{\text{six}}$ | $32_{\text{six}}$ | $33_{\text{six}}$ | $34_{\text{six}}$ | $35_{\text{six}}$ | $40_{\text{six}}$ |
| $41_{\text{six}}$ | $42_{\text{six}}$ | $43_{\text{six}}$ | $44_{\text{six}}$ | $45_{\text{six}}$ | $50_{\text{six}}$ | $51_{\text{six}}$ |

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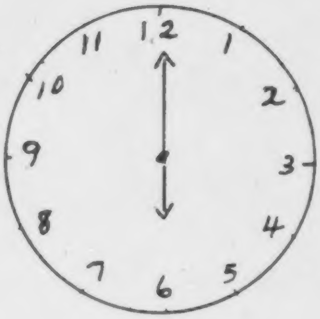
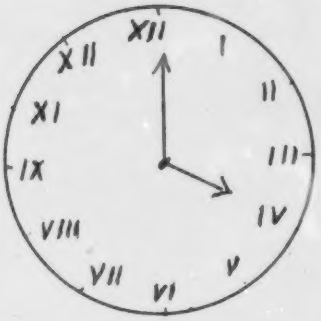
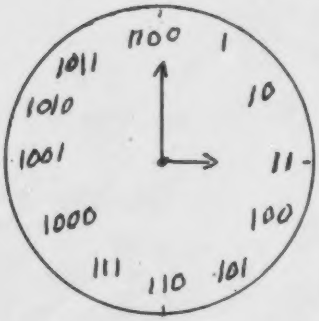
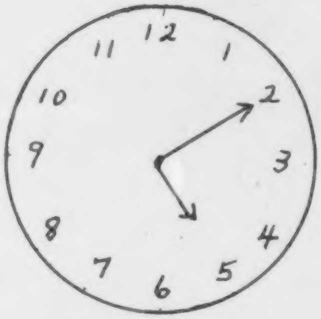
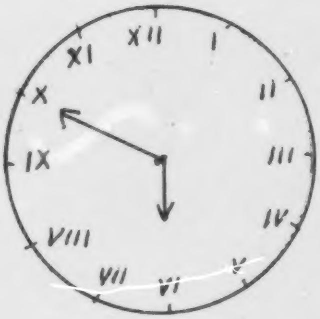




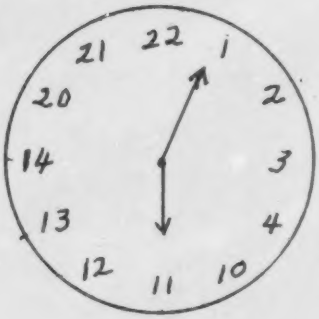
Base Two

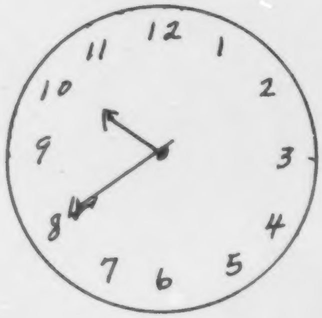


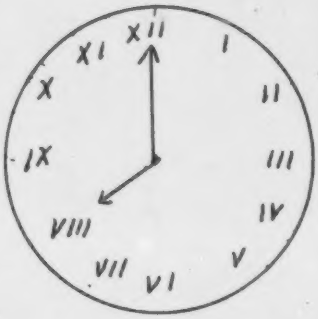




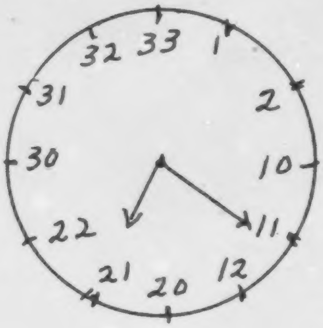
Base Five







Base Three



# Addition Charts

## Base Two

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 10 | 11 | 100 | 101 | 110 | 111 | 1000 | 1001 |
| 1 | 10 | 11 | 100 | 101 | 110 | 111 | 1000 | 1001 | 1010 |
| 10 | 11 | 100 | 101 | 110 | 111 | 1000 | 1001 | 1010 | 1011 |
| 11 | 100 | 101 | 110 | 111 | 1000 | 1001 | 1010 | 1011 | 1100 |
| 100 | 101 | 110 | 111 | 1000 | 1001 | 1010 | 1011 | 1100 | 1101 |
| 101 | 110 | 111 | 1000 | 1001 | 1010 | 1011 | 1100 | 1101 | 1110 |
| 110 | 111 | 1000 | 1001 | 1010 | 1011 | 1100 | 1101 | 1110 | 1111 |
| 111 | 1000 | 1001 | 1010 | 1011 | 1100 | 1101 | 1110 | 1111 | 10000 |
| 1000 | 1001 | 1010 | 1011 | 1100 | 1101 | 1110 | 1111 | 10000 | 10001 |
| 1001 | 1010 | 1011 | 1100 | 1101 | 1110 | 1111 | 10000 | 10001 | 10010 |

## Base Three

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 10 | 11 | 12 | 20 | 21 | 22 | 100 |
| 1 | 2 | 10 | 11 | 12 | 20 | 21 | 22 | 100 | 101 |
| 2 | 10 | 11 | 12 | 20 | 21 | 22 | 100 | 101 | 102 |
| 10 | 11 | 12 | 20 | 21 | 22 | 100 | 101 | 102 | 110 |
| 11 | 12 | 20 | 21 | 22 | 100 | 101 | 102 | 110 | 111 |
| 12 | 20 | 21 | 22 | 100 | 101 | 102 | 110 | 111 | 112 |
| 20 | 21 | 22 | 100 | 101 | 102 | 110 | 111 | 112 | 120 |
| 21 | 22 | 100 | 101 | 102 | 110 | 111 | 112 | 120 | 121 |
| 22 | 100 | 101 | 102 | 110 | 111 | 112 | 120 | 121 | 122 |
| 100 | 101 | 102 | 110 | 111 | 112 | 120 | 121 | 122 | 200 |

## Base Ten

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |

## Base Five

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 10 | 11 | 12 | 13 | 14 |
| 1 | 2 | 3 | 4 | 10 | 11 | 12 | 13 | 14 | 20 |
| 2 | 3 | 4 | 10 | 11 | 12 | 13 | 14 | 20 | 21 |
| 3 | 4 | 10 | 11 | 12 | 13 | 14 | 20 | 21 | 22 |
| 4 | 10 | 11 | 12 | 13 | 14 | 20 | 21 | 22 | 23 |
| 10 | 11 | 12 | 13 | 14 | 20 | 21 | 22 | 23 | 24 |
| 11 | 12 | 13 | 14 | 20 | 21 | 22 | 23 | 24 | 30 |
| 12 | 13 | 14 | 20 | 21 | 22 | 23 | 24 | 30 | 31 |
| 13 | 14 | 20 | 21 | 22 | 23 | 24 | 30 | 31 | 32 |
| 14 | 20 | 21 | 22 | 23 | 24 | 30 | 31 | 32 | 33 |

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# Subtraction Charts

## Base Ten

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2 |  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 |  |  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 |  |  |  | 0 | 1 | 2 | 3 | 4 | 5 |
| 5 |  |  |  |  | 0 | 1 | 2 | 3 | 4 |
| 6 |  |  |  |  |  | 0 | 1 | 2 | 3 |
| 7 |  |  |  |  |  |  | 0 | 1 | 2 |
| 8 |  |  |  |  |  |  |  | 0 | 1 |
| 9 |  |  |  |  |  |  |  |  | 0 |

## Base Two

| 0 | 1 | 10 | 11 | 100 | 101 | 110 | 111 | 1000 | 1001 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 10 | 11 | 100 | 101 | 110 | 111 | 1000 |
| 10 |  | 0 | 1 | 10 | 11 | 100 | 101 | 110 | 111 |
| 11 |  |  | 0 | 1 | 10 | 11 | 100 | 101 | 110 |
| 100 |  |  |  | 0 | 1 | 10 | 11 | 100 | 101 |
| 101 |  |  |  |  | 0 | 1 | 10 | 11 | 100 |
| 110 |  |  |  |  |  | 0 | 1 | 10 | 11 |
| 111 |  |  |  |  |  |  | 0 | 1 | 10 |
| 1000 |  |  |  |  |  |  |  | 0 | 1 |
| 1001 |  |  |  |  |  |  |  |  | 0 |

## Base Three

| 0 | 1 | 2 | 10 | 11 | 12 | 20 | 21 | 22 | 100 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 2 | 10 | 11 | 12 | 20 | 21 | 22 |
| 2 |  | 0 | 1 | 2 | 10 | 11 | 12 | 20 | 21 |
| 10 |  |  | 0 | 1 | 2 | 10 | 11 | 12 | 20 |
| 11 |  |  |  | 0 | 1 | 2 | 10 | 11 | 12 |
| 12 |  |  |  |  | 0 | 1 | 2 | 10 | 11 |
| 20 |  |  |  |  |  | 0 | 1 | 2 | 10 |
| 21 |  |  |  |  |  |  | 0 | 1 | 2 |
| 22 |  |  |  |  |  |  |  | 0 | 1 |
| 100 |  |  |  |  |  |  |  |  | 0 |

## Base Five

| 0 | 1 | 2 | 3 | 4 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 2 | 3 | 4 | 10 | 11 | 12 | 13 |
| 2 |  | 0 | 1 | 2 | 3 | 4 | 10 | 11 | 12 |
| 3 |  |  | 0 | 1 | 2 | 3 | 4 | 10 | 11 |
| 4 |  |  |  | 0 | 1 | 2 | 3 | 4 | 10 |
| 10 |  |  |  |  | 0 | 1 | 2 | 3 | 4 |
| 11 |  |  |  |  |  | 0 | 1 | 2 | 3 |
| 12 |  |  |  |  |  |  | 0 | 1 | 2 |
| 13 |  |  |  |  |  |  |  | 0 | 1 |
| 14 |  |  |  |  |  |  |  |  | 0 |

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## CAREER EDUCATION -- ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS, L. W. Singer Company, Inc., 1969

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 1<br>"Sets"<br>(Pages 1 – 11) | Sets are used in all career areas. | Have students write reading problems about different careers. Have them make set diagrams. | |
| Part 24<br>"Set Diagrams"<br>(Pages 324 – 327) | | Make a list of several job clusters. Mix the jobs up on the chalkboard and ask the students to arrange these into sets of job clusters. Have them make subsets of these also. Some lists are given on the following pages. | Listing of job clusters |
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 103) | | Have students use these listings for intersection and union of sets. For example, have them find all the jobs that are outdoor jobs or the types of farmers, etc. | |

## DRIVING OCCUPATIONS

Bus Driver
Locomotive Engineer
Route Man
Truck Driver
Traffic Manager
Taxi Driver
Farm Machine Operator
Construction Machine Operator
Mechanic
Driving Instructor
Engineer
Ship Pilot
Ambulance Driver
Farm Machine Driver

## BUILDING OCCUPATIONS

Carpenter
Plumber
Shop Teacher
Engineer
Electrical Worker
Painter
Contractor
Paper Hanger
Bricklayer
Machine Operator
Steel Worker
Draftsman
Architect
Plasterers

## AGRICULTURAL SCIENCE

- Farmer
  - General
  - Beef
  - Dairy
  - Sheep
  - Poultry
  - Fish
  - Pork
  - Vegetable
  - Fruit
  - Wheat
  - Apiarist (Beekeeper)
- Conservationist
- Rancher
- Teacher
- County Agent
- Veterinarian
- Ecologist
- Horticulturist
- Farm Mechanic
- Blacksmith
- Soil Scientist
- Forester
- Biologist
- Zoologist
- Botanist
- Agronomist
- Entomologist

## HOSPITAL OCCUPATIONS

- Administrator
- Doctors
- Anesthesiologist
- Nurses
- Nurse's Aide
- Dietitian
- Radiologist
- X – ray Technician
- Orderly
- Maids
- Candy Stripers
- Director of Nurses
- Pharmacist
- Medical Technician
- Personnel Director
- Business Manager
- Secretaries
- PB Exchange Telephone Operator
- Medical Records Clerk
- Floor Clerk
- Cooks
- Tray Preparers
- Servers
- Admittance Clerk
- Visitor Controller (Receptionist)
- Maintenance Director
- Superintendent of Building and Grounds
- Maintenance Personnel
- Insurance Clerk

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 2<br>"Laws of Arithmetic"<br>(Pages 12 – 27)<br><br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 105) | Teacher<br>Mathematician<br>Physicist<br>Investment Advisor<br>Banker<br>Systems Analyst<br>Computer Programmer<br>Econometrician<br>Bursar<br>Accountant<br>Statistician<br>Actuary<br>Auditor<br>Bank Examiner<br>Office Manager<br>Sales Manager<br>Statistical Clerk<br>Bookkeeper<br>Budget Clerk<br>Tax Assessor | Use magic squares to teach commutativity.<br>For example:<br>**Addition**<br>4 \| 3 \| ⑦<br>3 \| 4 \| ⑦<br>⑦ \| ⑦ \| 14<br>or<br>4 \| 3 \| 7<br>5 \| 6 \| 11<br>9 \| 9 \| ⑱<br>**Multiplication**<br>4 \| 3 \| 12<br>3 \| 4 \| 12<br>12 \| 12 \|<br><br>4 \| 3 \| 12<br>5 \| 4 \| 20<br>20 \| 12 \| | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 3<br>"Fractions"<br>(Pages 28 – 41) | Accountant<br>Actuaries<br>Architect<br>Auto Mechanic<br>Blacksmith<br>Bookkeeper<br>Bricklayer<br>Cabinet Maker<br>Carpenter<br>Cashier<br>Chef<br>Chemical Engineer<br>Contractor<br>Chemist<br>Civil Engineer<br>Dental Laboratory Technician<br>Dentist<br>Designer (Fashion)<br>Die Designer<br>Dietician<br>Draftsman<br>Dressmaker<br>Engineers (all types)<br>Electrical workers<br>Industrial Designers | Have students use scrap pieces of paper and practice cutting parts using fractions to name the parts.<br>Have them use at least six pieces of paper the same size to demonstrate the cutting of halves, thirds, fourths, eighths and twelfths.<br>Let the students find equal fractions.<br>Have them use number lines to demonstrate this. | Paper<br>Scissors |
| Part 6<br>"More About Fractions"<br>(Pages 70 – 87) | | | |
| Part 14<br>"Using Fractions"<br>(Pages 176 – 189) | | Ask the students to bring a recipe for one of their favorite foods. Have them work with these by halving or making one-third the amount or doubling, etc. Have them name at least one career in which this type of knowledge is needed. | Recipes for cooking different foods |
| Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 105, 108) | | Ask the students to make at least three different drawings to represent each of a given list of fractions. | |
| | | Give the students a list of the careers that use fractions and ask them to list five ways at least ten of the persons in these careers | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Industrial Engineer<br>Instrument Makers | use fractions. | |
| | Interior Designers<br>Repairman<br>Lathe Operator<br>Lab Technician | Ask the students to write a designated number of problems that persons in these careers are likely to have to solve. | |
| | Machinist<br>Mathematician<br>Mechanic<br>Mechanical Engineer | Use these problems for solving by the class. Have the class as a whole make up the problems if the individual students fail to make enough for class use. | |
| | Medical X – ray Technician<br>Metallurgical Engineer<br>Mining Engineer<br>Nurses<br>Oceanographers<br>Optometrists<br>Pharmacists<br>Physicians<br>Physicist<br>Statisticians<br>Stenographers<br>Secretaries<br>Surveyors<br>Teachers<br>Tool and Die Makers | Show filmstrips to the class on fractions. These films may be found in Appendix C. | Filmstrips:<br>**Seeing the Use of Numbers Series**<br>**Arithmetical Experiences for the Third Year Series**<br>(Page C-6) |

## CAREER EDUCATION – ELEMENTARY LEVEL

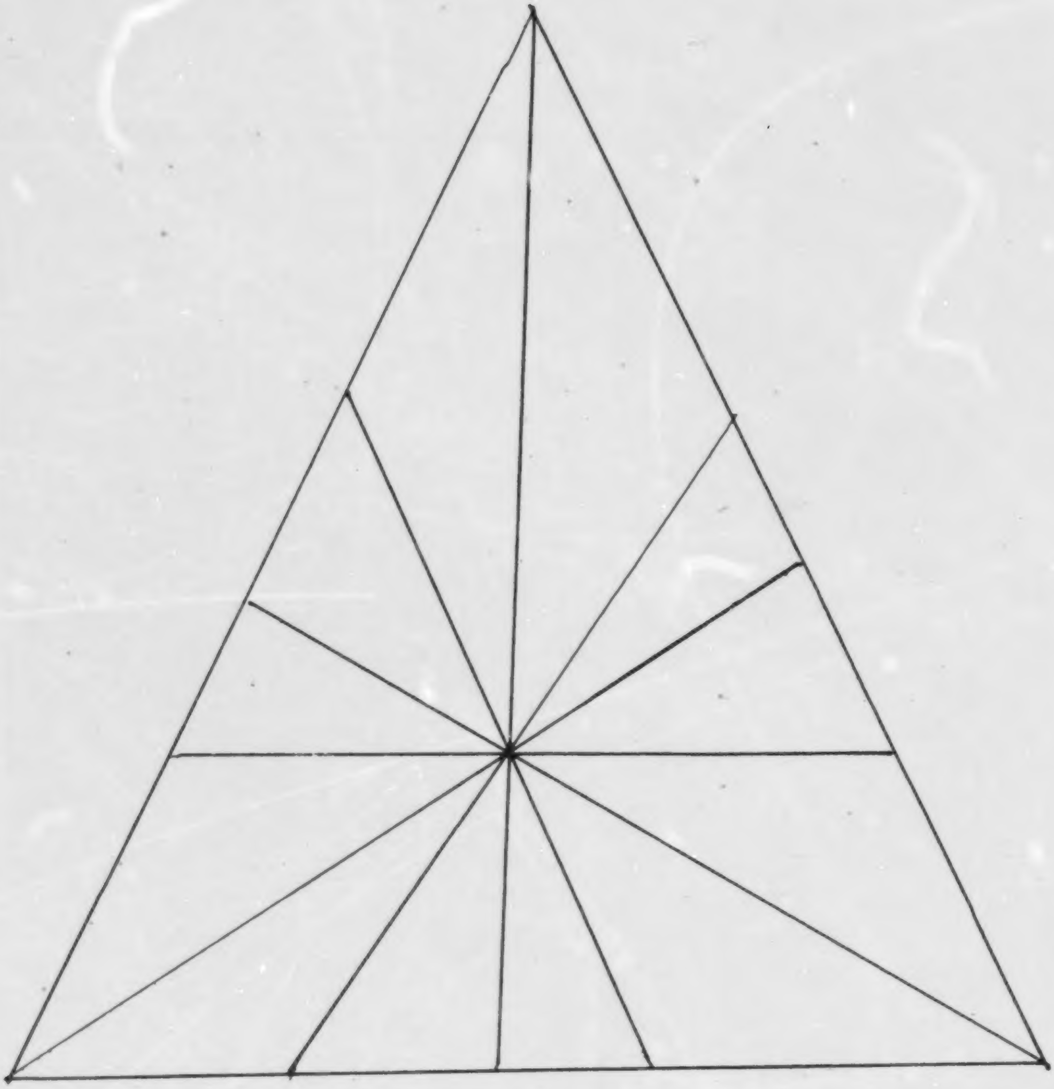
Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Typists | | |
| Part 4<br>"Geometry"<br>(Pages 42 – 55) | Aeronautical Engineer<br>Architect<br>Astronomer | Ask the students to list the different geometric figures that can be found in objects in the classroom. | |
| Part 10<br>"Perpendiculars"<br>(Pages 126 – 139) | Artist<br>Bricklayer<br>Carpenter<br>Carpenter Apprentice<br>Cement Mason<br>Chemical Engineer<br>Ceramic Engineer | Have students use the two following pages to find squares and triangles.<br>Let students use protractors or compasses to measure the angles found on the page of triangles. Ask the students to find congruent angles on same page. Have them construct three different types of triangles. | Copies of squares and triangles<br>Protractor<br>Compass |
| Part 18<br>"Geometry and Sets"<br>(Pages 234 – 245) | Civil Engineer<br>Contractor<br>Decorator<br>Draftsman | | Ruler<br>Compass |
| Part 22<br>"Symmetry"<br>(Pages 294 – 313) | Electrical Engineer<br>Fabric Designer<br>Geologist<br>Geophysicist | Have students construct geometric figures from paper, using patterns furnished by the coordinator, or patterns found in the appendix of the math textbook. Have them study the number of sides for each figure. | |
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 109, 110) | Industrial Designers<br>Instrument Makers<br>Interior Designers<br>Landscape Architect | | |

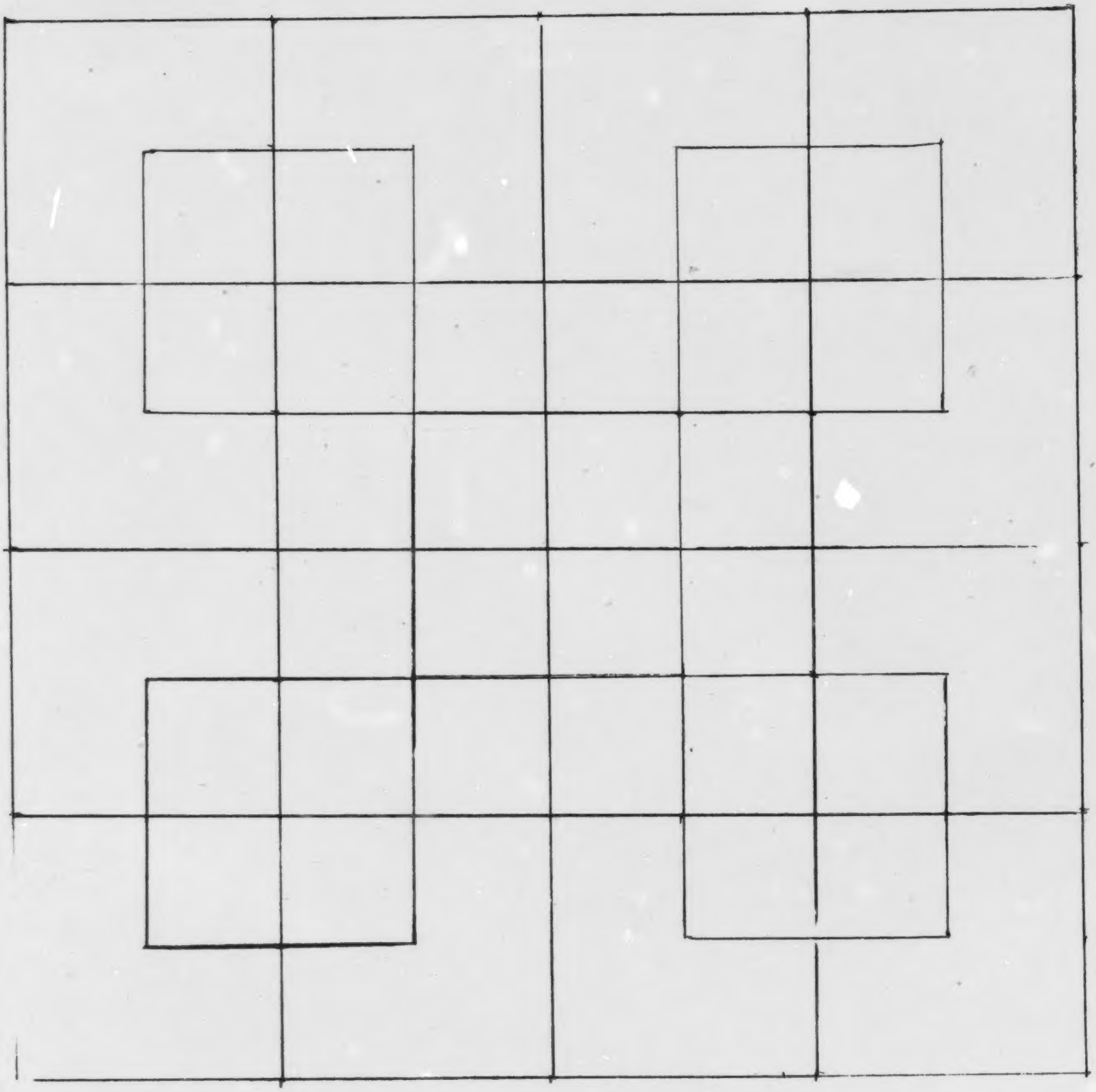
## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

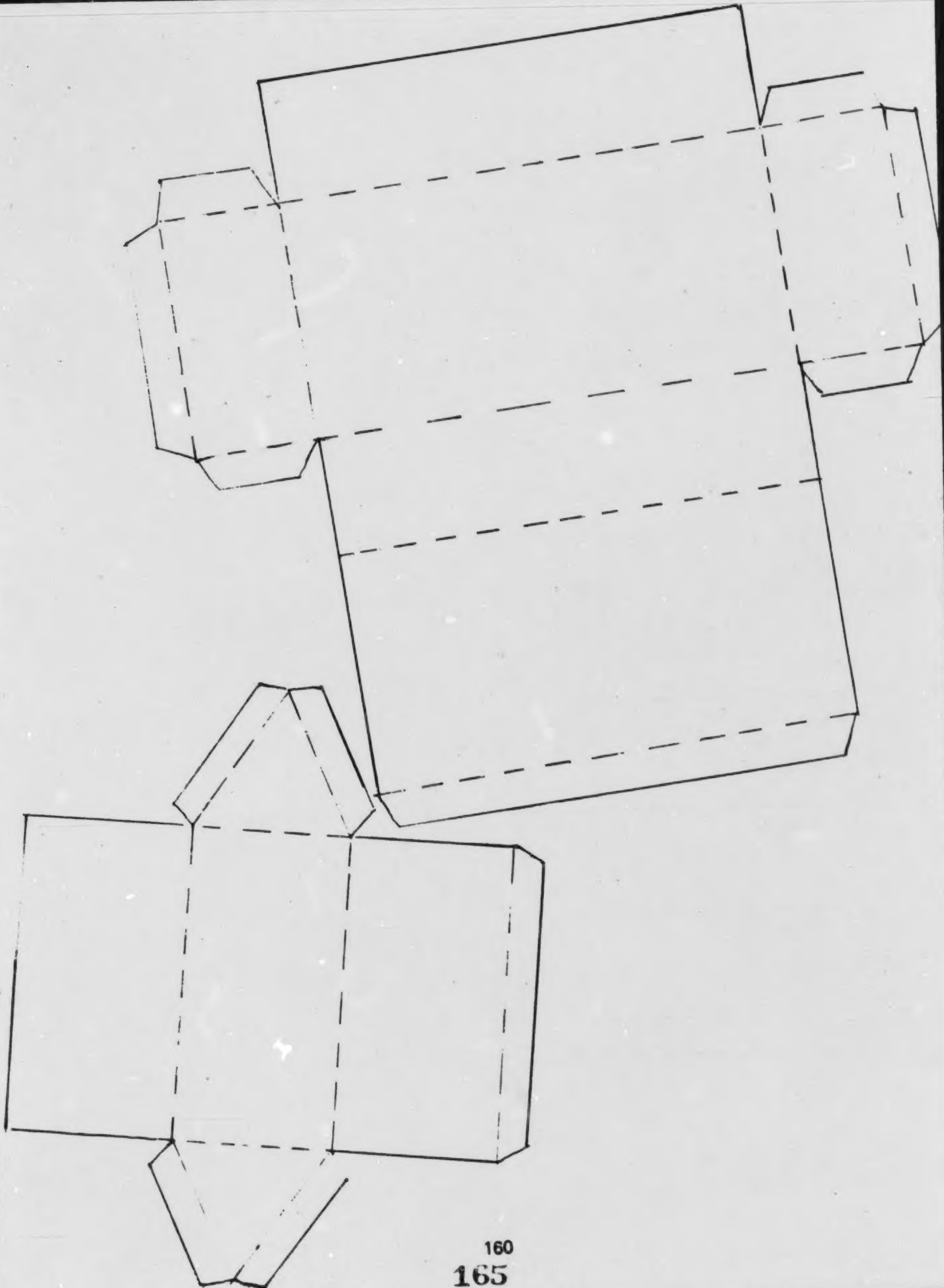
| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Mathematician<br>Mechanical Engineer<br>Meteorologist<br>Metallurgical Engineer<br>Mining Engineer<br>Oceanographers<br>Engineering and Science Technician<br>Optometrists<br>Physicists<br>Surveyors | Ask students to interview at least three people in the community who have divverent occupations. Have them list ways that math may be used in each occupation. |  |

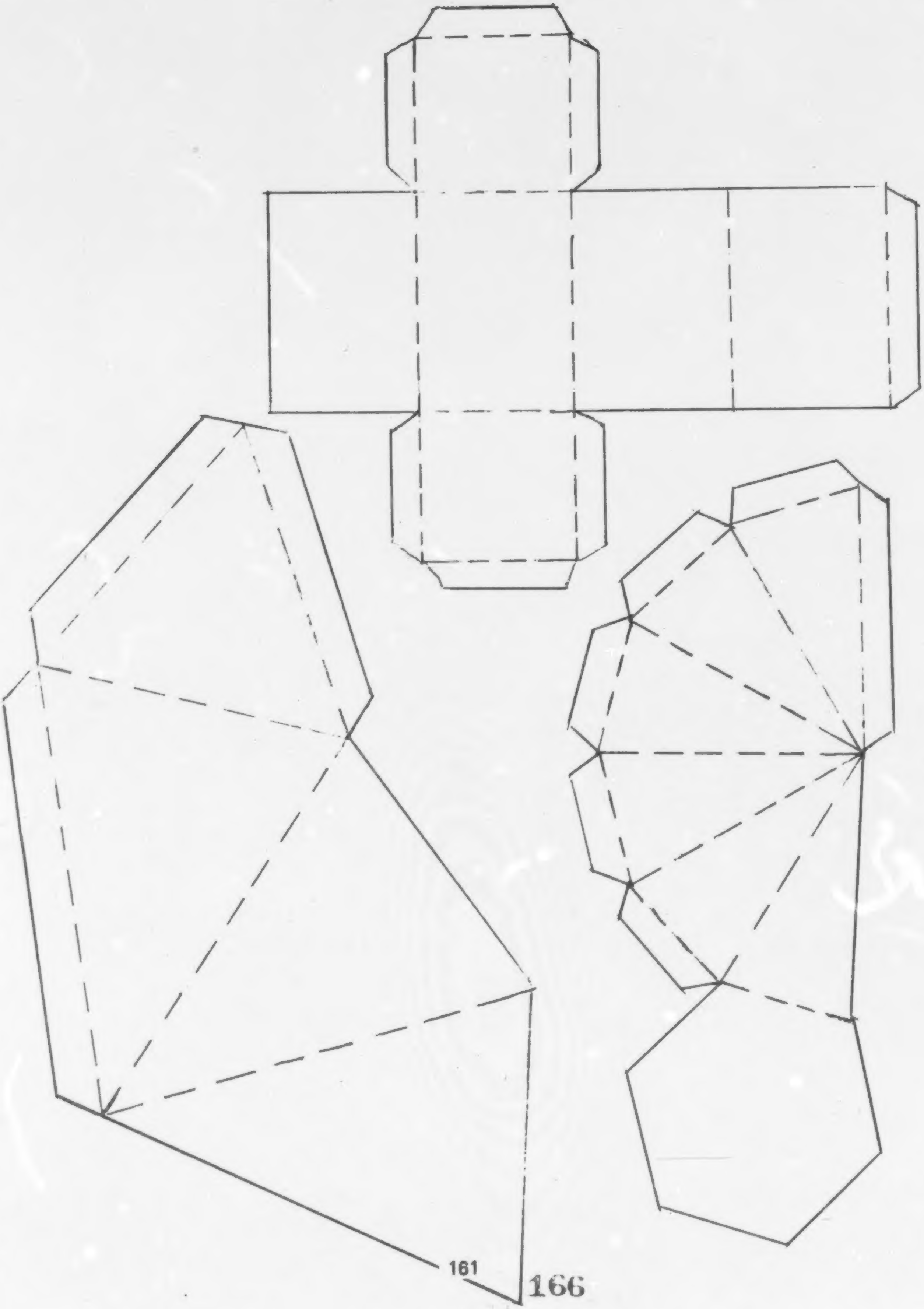


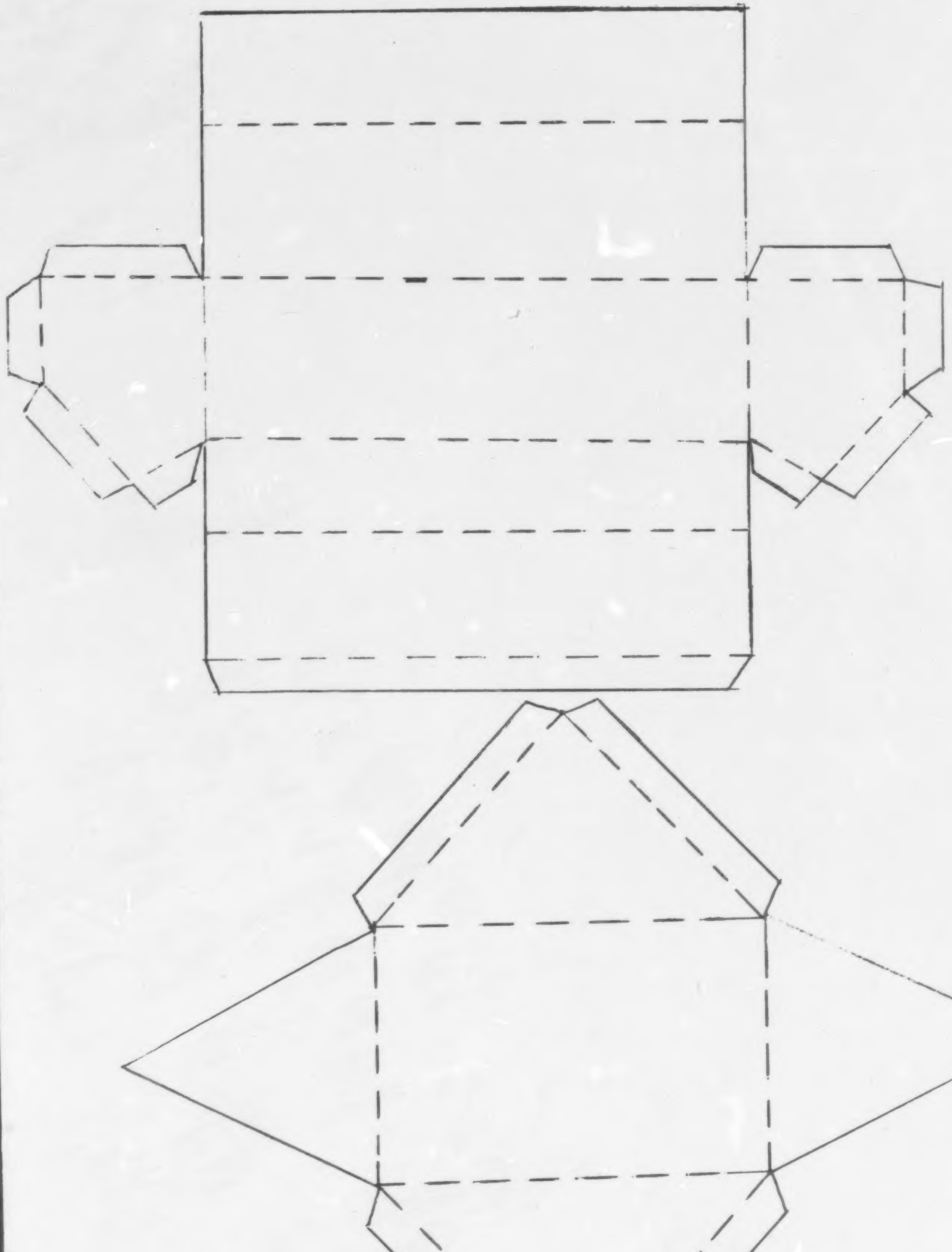
Find as many triangles as possible. There are over fifty triangles.

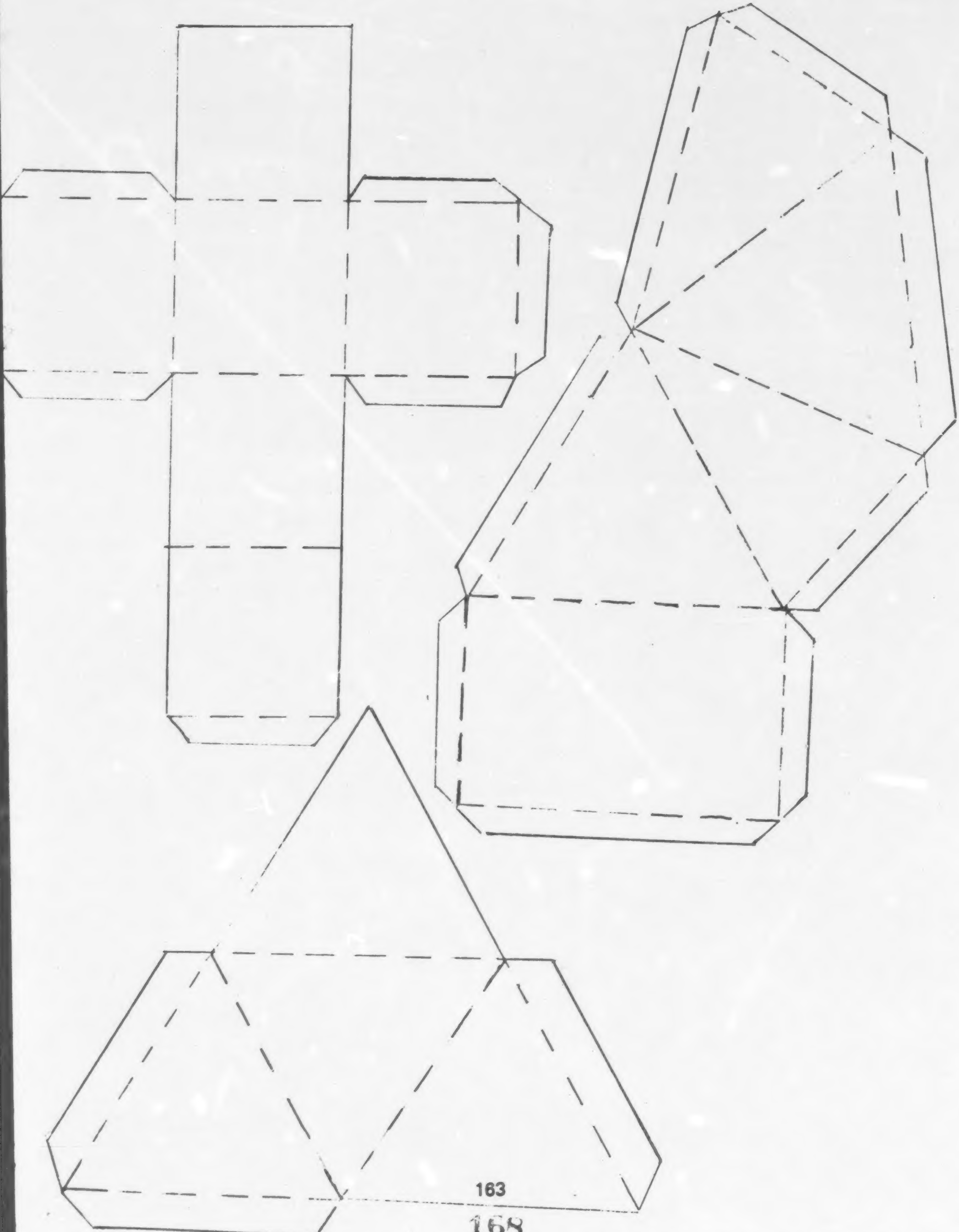


Find as many squares as possible. Don't stop with less than fifty.









## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 5<br>"Factors and Multiples"<br>(Pages 56 – 69) | Architect<br>Carpenter<br>Roofer<br>Bricklayer<br>Cement Mason<br>Surveyor<br>Interior Decorator<br>Painter<br>Draftsman<br>Millwright<br>Tool Designer<br>Plumber<br>Contractor<br>Furniture Designer<br>Machine Designer<br>Astronomer<br>Physicist<br>Mathematician<br>Electrical Engineer<br>Civil Engineer<br>Scientist<br>Meteorologist<br>Stage Designer<br>Interior Designer<br>Landscape Architect | Ask the students to write a pair of factors for a given list of two-digit numbers. Have them circle the prime numbers found in these factors. | List of two-digit numbers |
| Part 12<br>"Using Division"<br>(Pages 152 – 167) | | Have students show place value using exponents. | |
| | | Give the students the suggested list of careers on this page and ask them to list at least five ways ten of these persons use multiplication or division. Use these lists for the class to construct problems for solving in class. | List of careers |
| Part 17<br>"Powers"<br>(Pages 222 – 233) | | | |
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 104, 106, 108) | | Use the base numbers when discussing scientific notation with the class. Some helps for working with base numbers are on the next few pages. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Oceanographer<br>Scientist<br>Physicist | | |

### January 1973

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |  |  |  |

### January $30343_{\text{five}}$

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  | $1_{\text{five}}$ | $2_{\text{five}}$ | $3_{\text{five}}$ | $4_{\text{five}}$ | $10_{\text{five}}$ | $11_{\text{five}}$ |
| $12_{\text{five}}$ | $13_{\text{five}}$ | $14_{\text{five}}$ | $20_{\text{five}}$ | $21_{\text{five}}$ | $22_{\text{five}}$ | $23_{\text{five}}$ |
| $24_{\text{five}}$ | $30_{\text{five}}$ | $31_{\text{five}}$ | $32_{\text{five}}$ | $33_{\text{five}}$ | $34_{\text{five}}$ | $40_{\text{five}}$ |
| $41_{\text{five}}$ | $42_{\text{five}}$ | $43_{\text{five}}$ | $44_{\text{five}}$ | $100_{\text{five}}$ | $101_{\text{five}}$ | $102_{\text{five}}$ |
| $103_{\text{five}}$ | $104_{\text{five}}$ | $110_{\text{five}}$ | $111_{\text{five}}$ |  |  |  |

### FEBRUARY 1973

| SUN | MON. | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 |  |  |  |

### FEBRUARY $11110110101_{\text{two}}$

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  |  |  |  | $1_{\text{two}}$ | $10_{\text{two}}$ | $11_{\text{two}}$ |
| $100_{\text{two}}$ | $101_{\text{two}}$ | $110_{\text{two}}$ | $111_{\text{two}}$ | $1000_{\text{two}}$ | $1001_{\text{two}}$ | $1010_{\text{two}}$ |
| $1011_{\text{two}}$ | $1100_{\text{two}}$ | $1101_{\text{two}}$ | $1110_{\text{two}}$ | $1111_{\text{two}}$ | $10000_{\text{two}}$ | $10001_{\text{two}}$ |
| $10010_{\text{two}}$ | $10011_{\text{two}}$ | $10100_{\text{two}}$ | $10101_{\text{two}}$ | $10110_{\text{two}}$ | $10111_{\text{two}}$ | $11000_{\text{two}}$ |
| $11001_{\text{two}}$ | $11010_{\text{two}}$ | $11011_{\text{two}}$ | $11100_{\text{two}}$ |  |  |  |

### MARCH 1973

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### MARCH $13045_{\text{six}}$

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  |  |  |  | $1_{\text{six}}$ | $2_{\text{six}}$ | $3_{\text{six}}$ |
| $4_{\text{six}}$ | $5_{\text{six}}$ | $10_{\text{six}}$ | $11_{\text{six}}$ | $12_{\text{six}}$ | $13_{\text{six}}$ | $14_{\text{six}}$ |
| $15_{\text{six}}$ | $20_{\text{six}}$ | $21_{\text{six}}$ | $22_{\text{six}}$ | $23_{\text{six}}$ | $24_{\text{six}}$ | $25_{\text{six}}$ |
| $30_{\text{six}}$ | $31_{\text{six}}$ | $32_{\text{six}}$ | $33_{\text{six}}$ | $34_{\text{six}}$ | $35_{\text{six}}$ | $40_{\text{six}}$ |
| $41_{\text{six}}$ | $42_{\text{six}}$ | $43_{\text{six}}$ | $44_{\text{six}}$ | $45_{\text{six}}$ | $50_{\text{six}}$ | $51_{\text{six}}$ |

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# Addition Charts

## Base Two

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 10 | 11 | 100 | 101 | 110 | 111 | 1000 | 1001 |
| 1 | 10 | 11 | 100 | 101 | 110 | 111 | 1000 | 1001 | 1010 |
| 10 | 11 | 100 | 101 | 110 | 111 | 1000 | 1001 | 1010 | 1011 |
| 11 | 100 | 101 | 110 | 111 | 1000 | 1001 | 1010 | 1011 | 1100 |
| 100 | 101 | 110 | 111 | 1000 | 1001 | 1010 | 1011 | 1100 | 1101 |
| 101 | 110 | 111 | 1000 | 1001 | 1010 | 1011 | 1100 | 1101 | 1110 |
| 110 | 111 | 1000 | 1001 | 1010 | 1011 | 1100 | 1101 | 1110 | 1111 |
| 111 | 1000 | 1001 | 1010 | 1011 | 1100 | 1101 | 1110 | 1111 | 10000 |
| 1000 | 1001 | 1010 | 1011 | 1100 | 1101 | 1110 | 1111 | 10000 | 10001 |
| 1001 | 1010 | 1011 | 1100 | 1101 | 1110 | 1111 | 10000 | 10001 | 10010 |

## Base Three

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 10 | 11 | 12 | 20 | 21 | 22 | 100 |
| 1 | 2 | 10 | 11 | 12 | 20 | 21 | 22 | 100 | 101 |
| 2 | 10 | 11 | 12 | 20 | 21 | 22 | 100 | 101 | 102 |
| 10 | 11 | 12 | 20 | 21 | 22 | 100 | 101 | 102 | 110 |
| 11 | 12 | 20 | 21 | 22 | 100 | 101 | 102 | 110 | 111 |
| 12 | 20 | 21 | 22 | 100 | 101 | 102 | 110 | 111 | 112 |
| 20 | 21 | 22 | 100 | 101 | 102 | 110 | 111 | 112 | 120 |
| 21 | 22 | 100 | 101 | 102 | 110 | 111 | 112 | 120 | 121 |
| 22 | 100 | 101 | 102 | 110 | 111 | 112 | 120 | 121 | 122 |
| 100 | 101 | 102 | 110 | 111 | 112 | 120 | 121 | 122 | 200 |

## Base Ten

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |

## Base Five

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 10 | 11 | 12 | 13 | 14 |
| 1 | 2 | 3 | 4 | 10 | 11 | 12 | 13 | 14 | 20 |
| 2 | 3 | 4 | 10 | 11 | 12 | 13 | 14 | 20 | 21 |
| 3 | 4 | 10 | 11 | 12 | 13 | 14 | 20 | 21 | 22 |
| 4 | 10 | 11 | 12 | 13 | 14 | 20 | 21 | 22 | 23 |
| 10 | 11 | 12 | 13 | 14 | 20 | 21 | 22 | 23 | 24 |
| 11 | 12 | 13 | 14 | 20 | 21 | 22 | 23 | 24 | 30 |
| 12 | 13 | 14 | 20 | 21 | 22 | 23 | 24 | 30 | 31 |
| 13 | 14 | 20 | 21 | 22 | 23 | 24 | 30 | 31 | 32 |
| 14 | 20 | 21 | 22 | 23 | 24 | 30 | 31 | 32 | 33 |

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# Subtraction Charts

## Base Ten

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2 |  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 |  |  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 |  |  |  | 0 | 1 | 2 | 3 | 4 | 5 |
| 5 |  |  |  |  | 0 | 1 | 2 | 3 | 4 |
| 6 |  |  |  |  |  | 0 | 1 | 2 | 3 |
| 7 |  |  |  |  |  |  | 0 | 1 | 2 |
| 8 |  |  |  |  |  |  |  | 0 | 1 |
| 9 |  |  |  |  |  |  |  |  | 0 |

## Base Two

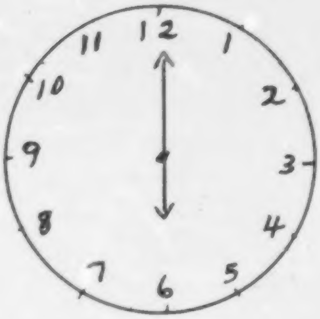
| 0 | 1 | 10 | 11 | 100 | 101 | 110 | 111 | 1000 | 1001 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 10 | 11 | 100 | 101 | 110 | 111 | 1000 |
| 10 |  | 0 | 1 | 10 | 11 | 100 | 101 | 110 | 111 |
| 11 |  |  | 0 | 1 | 10 | 11 | 100 | 101 | 110 |
| 100 |  |  |  | 0 | 1 | 10 | 11 | 100 | 101 |
| 101 |  |  |  |  | 0 | 1 | 10 | 11 | 100 |
| 110 |  |  |  |  |  | 0 | 1 | 10 | 11 |
| 111 |  |  |  |  |  |  | 0 | 1 | 10 |
| 1000 |  |  |  |  |  |  |  | 0 | 1 |
| 1001 |  |  |  |  |  |  |  |  | 0 |

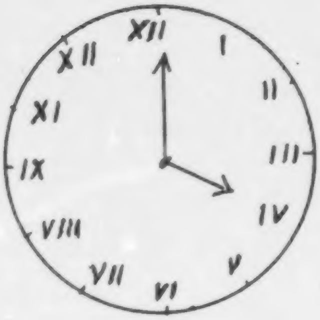
## Base Three

| 0 | 1 | 2 | 10 | 11 | 12 | 20 | 21 | 22 | 100 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 2 | 10 | 11 | 12 | 20 | 21 | 22 |
| 2 |  | 0 | 1 | 2 | 10 | 11 | 12 | 20 | 21 |
| 10 |  |  | 0 | 1 | 2 | 10 | 11 | 12 | 20 |
| 11 |  |  |  | 0 | 1 | 2 | 10 | 11 | 12 |
| 12 |  |  |  |  | 0 | 1 | 2 | 10 | 11 |
| 20 |  |  |  |  |  | 0 | 1 | 2 | 10 |
| 21 |  |  |  |  |  |  | 0 | 1 | 2 |
| 22 |  |  |  |  |  |  |  | 0 | 1 |
| 100 |  |  |  |  |  |  |  |  | 0 |

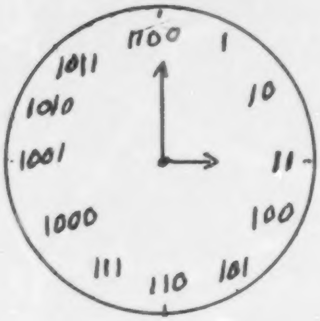
## Base Five

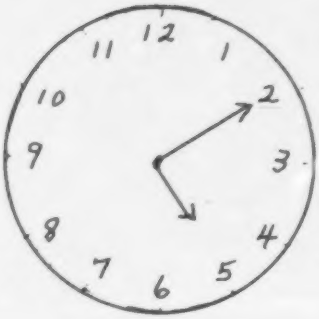
| 0 | 1 | 2 | 3 | 4 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 2 | 3 | 4 | 10 | 11 | 12 | 13 |
| 2 |  | 0 | 1 | 2 | 3 | 4 | 10 | 11 | 12 |
| 3 |  |  | 0 | 1 | 2 | 3 | 4 | 10 | 11 |
| 4 |  |  |  | 0 | 1 | 2 | 3 | 4 | 10 |
| 10 |  |  |  |  | 0 | 1 | 2 | 3 | 4 |
| 11 |  |  |  |  |  | 0 | 1 | 2 | 3 |
| 12 |  |  |  |  |  |  | 0 | 1 | 2 |
| 13 |  |  |  |  |  |  |  | 0 | 1 |
| 14 |  |  |  |  |  |  |  |  | 0 |

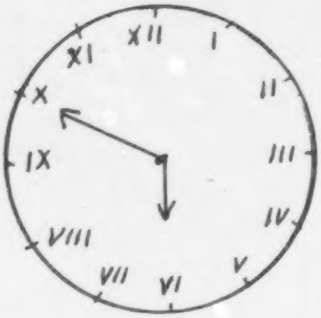




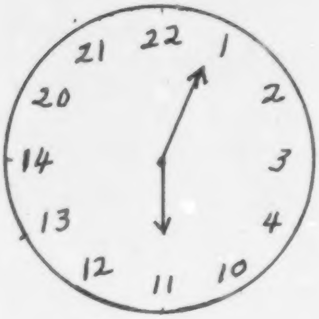
Base Two

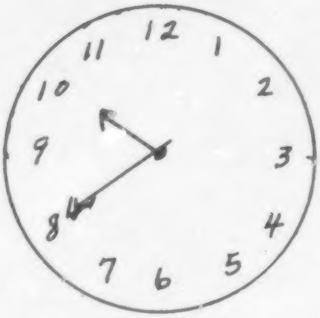


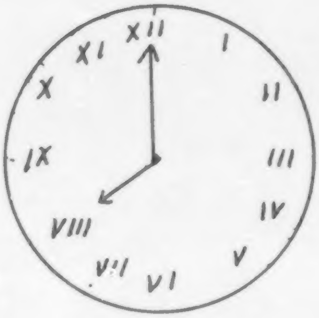




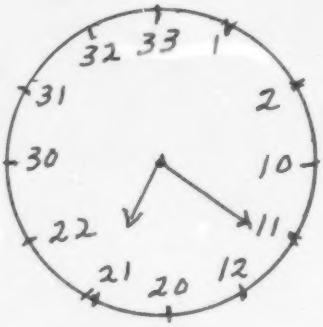
Base Five







Base Three



## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 7<br>"Negative Numbers"<br>(Pages 88 – 99)<br>Part 8<br>"Measuring"<br>(Pages 100 – 113)<br>Part 19<br>"More Measuring"<br>(Pages 246 – 265)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 111, 112, 108) | Meteorologist<br>Mathematician<br>Auditor<br>Engineer (all types)<br>Statistician<br>Computer Programmer<br>Architect<br>Carpenter<br>Roofer<br>Bricklayer<br>Cement Mason<br>Surveyor<br>Interior Decorator<br>Painter<br>Draftsman<br>Millwright<br>Tool Designer<br>Plumber<br>Contractor<br>Furniture Designer<br>Machine Designer<br>Astronomer<br>Physicist<br>Mathematician<br>Electrical Engineer | Use thermometer and number line to explain negative numbers to students. If number lines are not available, let the students construct their own.<br>Have students use a ruler or yardstick that shows feet, inches and metric measure to measure many different objects in the classroom.<br>Assign the students an area to cover with brick and ask them to figure the number of brick needed to cover the area by using 7 brick per square feet.<br>Have students figure the amount of carpet needed to cover the classroom floor area. Have them use a catalog containing carpet for sale to figure the cost of the carpet.<br>Have students figure the number of gallons of water needed to fill a swimming pool 12 feet wide by 24 feet long with a depth of 6 feet. (There is approximately seven and | Thermometer<br>Number line<br>Ruler<br>Yardstick |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text : SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Civil Engineer<br>Scientist<br>Meteorologist<br>Stage Designer<br>Interior Designer<br>Landscape Architect<br>Oceanographer<br>Scientist<br>Physicist | one-half gallons per cubic feet of space.)<br>Have students keep a weather chart of the morning temperature for 2 weeks. Have students use this chart for graph work later.<br>If available, have students use airline timetables or bus schedules to work with time.<br>Show filmstrips explaining numbers and discuss with the class. | Filmstrips:<br>**Seeing the Use of Numbers Series**<br>"Measures"<br>"Perimeters and Areas"<br>**Arithmetical Experiences for the Third Year Series**<br>"Measurements"<br>"More Experiences with Measurements"<br>(Page C-6) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Part 9<br>"Decimals"<br>(Pages 114 – 125)<br>Part 15<br>"Using Decimals"<br>(Pages 190 – 213) | Housewife<br>Cook<br>Dietician<br>Home Economist<br>Chef<br>Baker<br>Caterers<br>Hotel Manager<br>Restaurant Manager | Have students practice using advertisements in local newspapers, which give many prices to use in working with decimals.<br>Ask the students to select at least three careers in which the persons use decimal-fractions. Then have the students to make up ten problems each that people in these careers probably have to solve. | Newspapers |
| Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 105, 108) | Atomic Energy Technician<br>Aeronautical Engineer<br>Aerospace Technician<br>Computer Programmer<br>Astronomer<br>Astronaut<br>Aeronautical Draftsman<br>Grocery Clerk<br>Stock Clerk<br>Butcher<br>Cattleman<br>Truck Farmer<br>Pharmacist<br>Poultry Farmer<br>Service Station Attendant<br>Department Store Clerk | Have students use scores and batting averages in sports when working with decimals. Also have students use the cost of gasoline and miles traveled when working with decimals. | Sports page of newspapers<br>Automobile |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Bank Teller<br>Grocery Checker<br><br>Doctor<br>Practical Nurse<br>Registered Nurse<br>Nurse's Aide<br>Man Nurse<br><br>Airport Superintendent<br>Airline Ticket Agent<br>Airline Dispatcher<br>Air Traffic Controllers<br>Airline Stewardess<br>Baggage Handler<br>Pilot<br>Flight Engineer<br>Navigator<br>Railroad Conductor<br>Railroad Dispatcher<br>Railroad Ticket Agent<br>Bus Driver<br>Admiral<br>Travel Agent<br>Quartermaster<br>Signalman | Have students visit a grocery store or take an imaginary trip to buy groceries for a family of four. Have them make up a grocery list from newspaper advertisements.<br><br>Show filmstrips involving numbers and discuss them with the class.<br><br>Divide the students into groups. Let each group choose three careers from the left-hand column, "Careers" column, and explain how some knowledge of math is helpful, if not essential in their careers. | Newspaper<br><br>Filmstrips:<br>**Seeing the Use of Numbers Series**<br>"Fractions in Decimal Notation"<br>(Page C-6) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Mathematician<br>Engineer (all types)<br>Researcher<br>Statistician<br>Computer Programmer | | |
| Part 11<br>"Mathematical Sentences"<br>(Pages 140 – 151) | Astronomer<br>Mathematician<br>Meteorologist<br>Earth Scientist<br>Aerospace Engineer | Most problems encountered can be written in mathematical sentences for solving. Ask the students to bring to class a designated number of word problems for the class to change to mathematical equations and solve. | |
| Part 21<br>"Logic"<br>(Pages 282 – 293)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 107, 113, 114) | Draftsman<br>Surveyor<br>Physicist<br>Oceanographer<br>Business Executive<br>Guidance Counselor<br>Statistician<br>Public Accountant<br>Investment Advisor<br>Banker<br>Systems Analyst<br>Tax Expert<br>Insurance Appraiser<br>Auditor | Have a banker explain to the class the importance of math in his career. Reserve about 10 minutes for a question and answer period. Have the class prepare at least five questions before the speaker arrives. | Resource Person:<br>Banker |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Mathematics
Adopted Text: SETS AND NUMBERS

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Budget Clerk<br>Milling Clerk<br>All those careers listed previously also. | | |
| Part 13<br>"A Coordinate System"<br>(Pages 168 – 175) | Astronomer<br>Mathematician<br>Meteorologist<br>Earth Scientist<br>Aerospace Engineer | Use number line with both positive and negative numbers to introduce coordinates to students. If these are done correctly, they will have definite pictures. (See next page.) | |
| Part 16<br>"Charts and Graphs"<br>(Pages 214 – 221) | Draftsman<br>Surveyor<br>Physicist<br>Oceanographer | Ask students to bring in a collection of different types of graphs. Discuss the types of graphs and have a class discussion about what careers are involved in each of the graphs studied. | Periodicals<br>Newspapers<br>Books |
| Part 20<br>"Graphs and Functions"<br>(Pages 266 – 281) | Business Executive<br>Guidance Counselor<br>Statistician<br>Public Accountant<br>Investment Advisor | | |
| Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 266 – 281) | Banker<br>Systems Analyst<br>Tax Expert<br>Insurance Appraiser<br>Auditor<br>Budget Clerk<br>Billing Clerk | | |

## COORDINATES

I.
(1,6)
(7,1)
(10,-2)
(7,-5)
(3,-9)
(2,-10)
(-5,-4)
(-7,-2)
(-4,1)
(-2,3)
(1,6)

II.
(2,6)
(6,1)
(6,-1)
(6,-3)
(3,-6)
(0,-9)
(-2,-7)
(-5,-4)
(-6,-3)
(-6,-2)
(-6,1)
(-2,6)
(1,6)

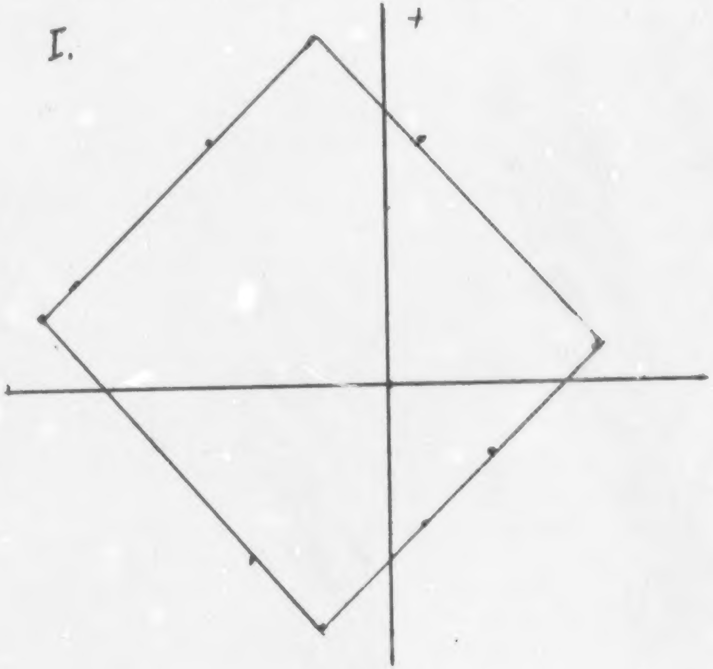
III.
(0,5)
(2,4)
(7,2)
(1,-2)
(-4,-5)
(-4,-2)
(-4,2)
(-4,7)
(-2,-6)
(0,5)

IV.
(0,1)
(1,1)
(1,2)
(6,5)
(4,2)
(4,-2)
(9,-2)
(7,-5)
(7,-3)
(5,-3)
(2,-4)
(1,-3)
(1,-1)
(-2,-1)
(-3,-2)
(-3,0)
(-3,1)
(0,1)

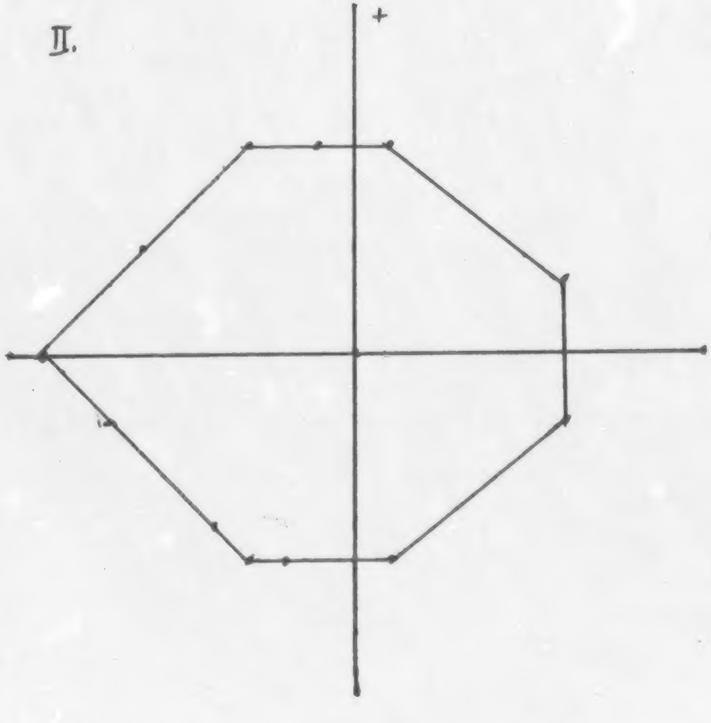
V.
(1,0)
(1,4)
(1,8)
(6,3)
(9,0)
(7,0)
(4,-3)
(1,-6)
(1,-3)
(1,0)
(0,-4)
(0,-8)
(-4,-4)
(-4,0)
(-4,4)
(0,9)
(0,5)
(0,0)

Connect the points in the order given.

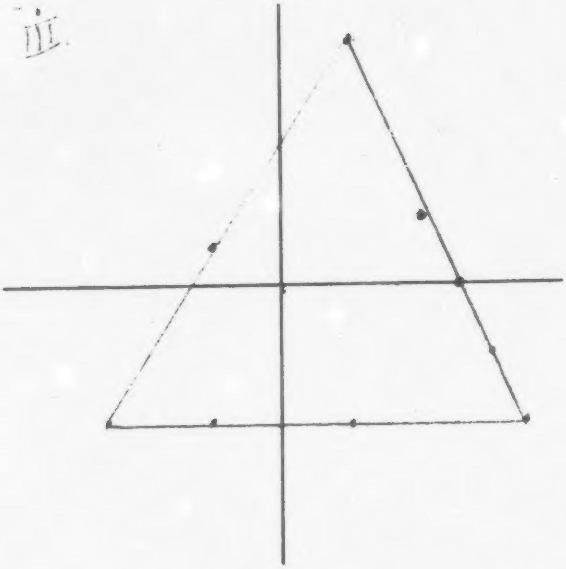
I.



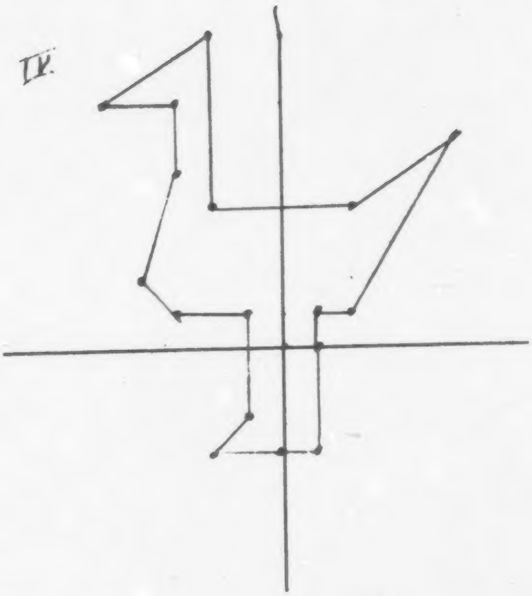
II.



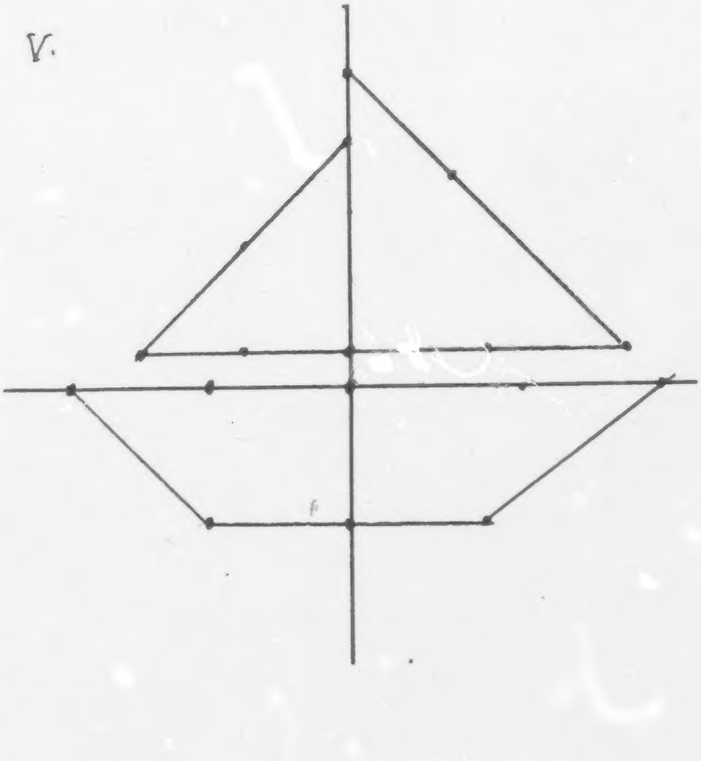
III.



IV.



V.



# SOCIAL STUDIES

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## GRADES 4 - 6

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# SOCIAL STUDIES

## EDUCATIONAL OBJECTIVES

## GRADES 4 - 6

1. The students will become familiar with basic geographic information and principles that will aid in their understanding of human life and problems.
2. The students will explore the nations and geographic areas of the world; their geography, history, resources, people; and their varied contributions to world culture and progress.
3. The students will explore information and will determine that all people are interdependent in their communities, states, nations and other areas of the world.
4. The students will become aware of their cultural heritage and will develop a better understanding of their relationship to their social and physical environment.
5. The students will recognize that the geographical location and the economic system affect career development.
6. The student will identify careers related to social studies. In each educational objective, learning activities will be planned to include related career exploration.

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OURWORLD, Silver Burdett

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Living in the United States" (Page 4)<br>"Dairy Farms and Fields of Wheat" (Pages 8 – 12)<br>"Living on a Ranch" (Pages 12 – 14)<br>"Growing Crops Without Rain" (Pages 14 – 15)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 143) | Dairy Farmer (operator)<br>Tractor Driver<br>Truck Driver (milk)<br>Herdsman<br>Veterinarians<br>Feed Mill Operator<br>Truck Driver (feed)<br>Milkman (does milking)<br>Crop Farmer<br>Harvesting Equipment Operator<br>Grain Elevator Operator<br>Rancher<br>Cowboy | Have the students write a paragraph about one of the careers listed.<br>Let the class visit a dairy farm as a field experience.<br>Have students make a poster using pictures about things found on a dairy farm.<br>Have students make a collection of pictures of equipment used on a dairy farm or wheat farm. Have them use these for posters and scrapbooks.<br>Show filmstrips about farms and discuss with the class. | Filmstrips:<br>**Where Does It Come From Series** (Page C-1)<br>**Life on the Farm Series**<br>**The Country Community Series** (Page C-19)<br>**Food and Food Helpers Series** (Page C-24)<br>**Community Series: Agriculture and Industry** (Page C-16)<br>**How We Get Our Food Series** (Page C-24)<br>**The American Farmer and Our Food Supply Series** (Page C-5)<br>**America at Work Series** (Page C-5)<br>**The Middle West Series** (Page C-31) |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OUR WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Living in Forest Lands"<br>(Page 17) | Forester<br>Logger<br>Truck Driver<br>Sawmill Operator | Use parents as resource people if any have these careers. Ask the parent to discuss why he or she chose this career and why he or she thinks students need to learn more about subjects that relate to these careers.<br>Have students write stories about a visit to the forest.<br>Have students make a poster using pictures about work in the forest.<br>Have students make a list of things found in the forest products. Place the list on chalkboard. | **The Foods We Eat Series**<br>(Page C-25)<br>**America: People Products and Resources Series**<br>(Page C-20)<br>Posters:<br>**Community Helpers Series**<br>"Dairy Helpers"<br>(Page C-34)<br>Resource People<br>Filmstrips:<br>**How We Get Our Homes Series**<br>**How We Get Our Food Series**<br>(Page C-24)<br>**The Story of Houses Series**<br>(Page C-6)<br>**America At Work Series**<br>(Page C-5) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OUR WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Living in the City"<br>(Pages 20 – 21) | Mayor<br>Alderman<br>Policeman<br>Fireman<br>Water Commissioner<br>Street Commissioner<br>Postmaster<br>Postal Worker<br>Librarian<br>Social Services Worker<br>Sanitation Workers<br>Electrical Workers<br>Gas and Oil Workers<br>Telephone Workers<br>Bus Driver<br>Taxi Driver<br>Judges | Ask parents who work for the city to serve as resource people.<br>Ask students to list occupations of those in the pictures in the text. Ask them to name other jobs that might be found in a city.<br>Have students write about the beautification of their town or city. Then show filmstrips to the class on city beautification. Let students add the ideas they get from the filmstrips to their own and discuss with the rest of the class.<br>Have students make a list of types of transportation in their town. Then show filmstrips on transportation of goods and people in the city. Have students compare the types of transportation in their town with the types of transportation in other towns. Have them name 2 jobs that are being done in one type of transportation. | **Natural Resources and You Series**<br>(Page C-16)<br>Filmstrips:<br>**The City Community Series**<br>(Page C-19)<br>**Community Series: Fun in the City**<br>**Community Series: Systems in our Cities**<br>**Community Series: Types of Cities**<br>(Page C-16)<br>**Working in U. S. Communities Series**<br>(Page C-23)<br>**Big City – U.S.A. Series**<br>(Page C-3)<br>**Understanding the City Series**<br>(Page C-2)<br>**Workers for the Public Welfare Series**<br>(Page C-5) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OUR WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Have students make posters involving one of the following areas:<br>a. Police Department<br>b. Fire Department<br>c. Keeping the City Clean and Beautiful<br>d. How People Travel in the City<br>e. Moving Goods for People in the City | **Traveling in and Out of Our City Series**<br>(Page C-25)<br>**The Northeast States Series**<br>(Page C-12)<br>**Utilities Series**<br>(Page C-20) |
| "Directions and Continents" (Pages 24 – 29) | Truck Driver<br>Bus Driver<br>Pilot<br>Navigator<br>Surveyor<br>Architect<br>Geographer<br>Geologist<br>Seismologist<br>Cartographer<br>Meteorologist | Introduce directions to students through the use of the globe and a physical map. | |
| | | Ask the students to list as many people as they can who have to be able to read maps, graphs and blueprints in their work. | |
| | | Show filmstrips on map reading and discuss with the class. Take time for discussion while students are viewing the films. | Filmstrip:<br>**Maps and How to Use Them Series** (Page C-11) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OUR WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Map Maker<br>Oceanographer<br>Mining Engineer<br>Travel Agent<br>Astronaut<br>Flight Engineer<br>Forester<br>Astronomer<br>Airplane Crop Dusters<br>Wildlife Specialist<br>Landscape Architect<br>Routeman<br>Decorator |  |  |
| "Lands of the Midnight Sun" (Pages 30 –45)<br>**Our Big World**<br>Silver Burdett Company (Pages 163 – 167) | Fisherman<br>Sailor<br>Painter<br>Prospector<br>Nurse<br>Pharmacist<br>Groceryman<br>Fur Trader<br>Trapper<br>Fur Farmer<br>Hunter<br>Pilot | Ask the students to list the occupations illustrated in the pictures in the textbook. Have them list how many of these occupations require map reading.<br>Show filmstrips on Alaska to the class.<br>Ask the students to draw a map that will give directions from their home to a grocery store, or to school or some place close to their home. | Filmstrips:<br>**The Pacific Frontier States, Alaska and Hawaii Series** (Page C-31)<br>**The Frontier States Series** (Page C-12) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OUR WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Mechanic<br>Lumber Mill Workers<br>Vegetable Farmers | | |
| "The Pacific Ocean" (Pages 46 – 49) | | See, "Maps and How to Use Them" | |
| "The Hawaiian Islands" (Pages 50 – 65) | | Show the filmstrip on Hawaii to the class. | Filmstrips:<br>**The Frontier States Series** (Page C-12)<br>**The Pacific Frontier States Series** (Page C-31) |
| "New Zealand and Antarctica" (Pages 70 – 85) | Farmer<br>Sheepherder<br>Dairy Farmer<br>Sea Captain<br>Fisherman<br>Shipping Clerk<br>Stock Clerk<br>Warehouseman<br>Material Handler<br>Modern Explorer | Have students study the pictures in the text and discuss the jobs of persons in the pictures.<br>Have a conscientious student do research on Antarctica and discuss the limited jobs there (explorer, etc.)<br>Have other students list jobs that could develop there in the future. | Encyclopedias and other reference books |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OUR WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "From New Zealand to Japan" (Pages 86 – 89) | | Show "Maps and How to Use Them." | |
| "The Islands of Japan" (Pages 90 – 107) | Bus Driver<br>Factory Worker<br>Farmers<br>Fishermen<br>Pearl Harvestor<br>Teacher<br>Shipbuilder<br>Department Store Manager<br>Office Worker<br>Shop Owner<br>Stock Clerk<br>Warehouseman<br>Farm Manager | By research, have students find out about the Olympic Games in Japan. Have them find Japan on a map. Discuss with students the many new jobs available at the olympics. | |
| "Village of Farmers" (Pages 95 – 98) | | Show filmstrip and relate it to the many pictures in the text. Discuss with students the many occupations of the Japanese shown in the filmstrip and in the text. | Filmstrips:<br>**Families Around the World: New Social Studies, Level III Series** (Page C-3) |
| "Fish and Pearls" (Pages 99 – 101) | | | |
| "Living in the City" (Pages 102 – 107) | | Have students visit a department store and compare it with, if possible, one that they have read about that is located in Japan. | Encyclopedias and reference books |
| **The Big World**<br>"On To Hong Kong and Japan" (Pages 151 – 162) | | | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OUR WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "City and Village In India" (Pages 113 – 127) | Farmers<br>Teachers<br>Shopkeeper<br>Potter<br>Barber<br>Carpenter<br>Doctors<br>Nurses<br>Factory Workers | Have students use pictures in the text and compare methods of making a living in India in ancient times and in modern times. | |
| "The Farmers and the Rains" (Pages 113 – 122) | | Demonstrate pottery making in the classroom. Discuss with students that most eating and cooking utensils are pottery in India. | |
| "Karpur and New Delhi" (Pages 123 – 127) | | Show filmstrips and discuss with students the differences in communities (sanitation, etc.) in India and in the United States. Have students make a list of the many differences and why they exist. Have them list occupations that should be made available in Indian communities. | Filmstrips:<br>**Communities Around the World, Group II Series**<br>(Page C-31) |
| **The Big World**<br>"In Australia and India" (Pages 142 – 150) | | | |
| "People of Central Africa" (Pages 133 – 151) | Potters<br>Fishermen<br>Factory Worker<br>Farmer<br>Teacher<br>Surveyor<br>Industrial Engineer<br>Machinery Drivers | Have students list reasons for the types of houses and buildings, eating utensils, etc., seen in the pictures in the text. | |
| "Today in the Land of the Congo" (Pages 140 – 143) | | | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OUR WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Today in the Highlands" (Pages 144 – 151)<br>**The Big World** (Pages 111 – 124)<br>"To the Lands of Little Rain" (Pages 153 – 155) | Electrical Engineer | Have students discuss the source of electricity in this area (Hydroelectric dams).<br>Ask students to list as many jobs as possible that relate to electricity. Have them do research if needed. | Encyclopedias and other reference books |
| | | Have students make oral reports on animals found in Central Africa. Have them refer to pictures in text. | |
| | | Have students discuss the preparation of food in Africa and the many ways we get our foods. Have them name occupations in America for the preparation of foods. | |
| | | Show filmstrip about different parts of the world and discuss with the class while viewing. (See also **Maps and How To Use Them Series**, Page C-11) | Filmstrip: **Communities Around The World, Group I Series** (Page C-31) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Social Studies
Adopted Text: LEARNING TO LOOK AT OUR WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Rivers, Desert and Oasis"<br>(Pages 156 – 179) | Shipmate<br>Tour Guide<br>Farmers<br>Shopkeepers<br>Factory Foreman<br>Truck Driver<br>Government Official<br>Teacher | Have students list the differences in occupations along the river in ancient times and those in modern times. Have them refer to pictures in text. | |
| "Long Ago Beside the Nile"<br>(Pages 158 – 163) | | Have them list the methods of irrigation (refering to pictures). Have them name jobs associated with these methods. | |
| "Today Along the Nile"<br>(Pages 164 – 167) | | After viewing filmstrip, have students compare activities of children in the Nile communities to those in their own communities. | Filmstrip:<br>**Children Around the Globe Series**<br>(Page C-11) |
| "Oasis in the Desert"<br>(Pages 174 – 176) | Sheet Metal Workers<br>Oil Driller<br>Pumpman<br>Boilermakers<br>Welders<br>Flame Cutter<br>Machinist<br>Instrument Repairman<br>Lead Burners<br>Electricians<br>Pipefitters<br>Pipe Coverers<br>Riggers | Have students name occupations in the oil industry. | |
| "New Things in Desert Lands"<br>(Pages 176 – 179) | | | |
| **The Big World**<br>(Pages 91 – 109) | | | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD, Silver Burdett Company, 1969

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "A New World Appears on the Map" (Pages 1 – 31) | The ability to read maps is essential to all types of careers:<br>Truck Driver<br>Bus Driver<br>Airplane Pilot<br>Navigator<br>Surveyor<br>Architect | Ask the students to name the jobs that require the person holding that job to be able to read maps or blueprints. List these on the board as they are named. Remind students that to be able to plan a vacation away from home, the persons involved should be able to read maps. | |
| "From the Atlantic to the Pacific" (Pages 106 – 115) | Geographer<br>Seismologist<br>Cartographer<br>Meteorologist<br>Map Maker | Let the class turn through the social studies textbook and notice the different maps and types of maps and charts pictured. Discuss with students the possible uses of each. | Textbook<br>Atlas<br>Dictionary<br>Encyclopedia |
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 145, 146, 148 149, 152) | Oceanographer<br>Mining Engineer<br>Astronaut<br>Flight Engineer | Have students make a list of terms usually found relating to maps and have them study the meaning of each term. | |
| | Forester<br>Astronomer<br>Airplane Crop Duster<br>Soil Conservationist<br>Wildlife Specialist<br>Range Management Specialist<br>Landscape Architect<br>Archaeologist<br>Geophysicist | Ask the students to collect as many different kinds of maps as possible and to make a display of these. | Newspaper<br>Periodicals<br>Pamphlets |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Aerospace Engineer<br>Rocket Specialist<br>Astrophysicist<br>Armed Forces Personnel<br>Highway Patrol<br>Civil Engineers<br>Traveling Salesman<br>Teacher<br>Ship Captain | Show filmstrips on learning to read maps and emphasize the skills needed.<br>Discuss with students latitude, longitude, time, maps, globes, and graphs.<br>Ask the students to make a collection of all types of maps or graphs. Have them make a list of the persons that use these.<br>Examples of maps for students to collect are road maps, population charts, graphs from current periodicals, etc. | Filmstrips:<br>**Maps and How to Use Them Series**<br>**Working With Maps Series**<br>(Page C-11)<br>**The Fundamentals of Geography Series**<br>(Page C-13)<br>Periodicals<br>Newspaper<br>Textbooks<br>Other books |
| Transportation Today (Pages 284 – 287, 293, 299, 303, 328 – 334, 358, 361 – 364) | Transportation:<br>A. **Land**<br>Buses and Cars<br>Local Bus Driver<br>Long Distance Bus Driver<br>Automobile Mechanic<br>Automobile Parts Salesman | Demonstrate for students the differences in land transportation found in America when the Europeans arrived, and the land transportation found in the U. S. today.<br>Let the students act out the occupations found in each type of transportation. Show filmstrips and discuss with the class. | Multi-Media Kit:<br>**Transportation Series**<br>(Page C-24)<br>Filmstrips:<br>**The Story of Transportation Series**<br>(Page C-6) |

CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 151) | Taxi Driver<br>Parking Attendant<br>Service Station Worker<br>Travel Agent<br>Traffic Engineer<br>**Trucks**<br>Long Distance Truck Driver<br>Power Truck Driver<br>Diesel Mechanic<br>Traffic Manager<br>**Trains**<br>Locomotive Engineer<br>Railroad Freight Conductor<br>Railroad Passenger Conductor<br>Railroad Dispatcher<br>B. **Water**<br>Ship Pilot<br>Ship Radioman<br>Longshoreman<br>Merchant Seaman<br>Shipping Clerks<br>Captain and Other Officers | To demonstrate types of transportation, use any of the following: posters, pictures, models, costumes, role-playing, reports, etc. Models of different modes of travel can be made.<br>Discuss with the students the type of training needed for jobs in each type of transportation.<br>Have students collect model cars or trains. If possible, ask them to bring these for display to class.<br>Have students do a demonstration similiar to that done with land transportation. Ask a resource person, such as a retired Navy or Marine person, to come and speak to the class on water transportation. | **Community Series: Transportation**<br>(Page C-16)<br>**Workers for the Public Welfare Series**<br>**America at Work Series**<br>(Page C-5)<br>**Highlights of History Series**<br>(Page C-26)<br>**Traveling In and Out of Our City Series**<br>(Page C-25)<br>Materials:<br>Periodicals<br>Newspapers<br>Books<br>Dictionaries<br>Encyclopedia<br>Filmstrips:<br>In additon to the ones already listed:<br>**Transportation: An Ocean Port Series**<br>(Page C-16)<br>Resource Persons |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Text<br>(Pages 131 – 134, 139 – 151, 166, 170 – 177, 187 – 188, 208 – 212, 246 – 249) | | Have students compare methods of transportation. For example, have them compare early pioneer transportation to transportation today, or transportation in the United States in the 1800's to transportation today. Show the following:<br>a. Large posters picturing the history of transportation which are available from most of the school supply companies. These can also be purchased from the U. S. M. bookstore.<br>b. Films (16mm) are available for use in class, with your cost only the return postage. These are listed in: **Educators Guide To Free Materials.** Some of the films available are:<br>"The American Road"<br>"Asphalt Through the Ages"<br>"Big River" "The Changing Angel" (shipping)<br>"Illinois Moves"<br>"The Inside Track"<br>"Main Line of Mid-America"<br>"Mainline U. S. A."<br>"Milepost 100, Anatomy of a Freight Train" | **Educators Guide to Free Materials**<br>Educators Progress Service, Inc.<br>Randolph, Wisconsin |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  |  | "Science Rides the High Iron"<br>"Thousand Mile Miracle" (Inter-coastal Waterway)<br>"Transportation GO–How–The Modern Motor Carrier"<br>"Trip From Chicago" (next century)<br>"Trucks and Your Town" |  |
| "The Northeast Grows and Changes" (Pages 116 – 135) | **Career Areas**<br>Fish Industry Workers<br>Ship Building Industry Workers<br>Paper Mill Workers<br>Lumber Industry Workers<br>Marble, Granite and Slate Quarrying Workers | Have students imagine that they were members of some of the earliest families of the Northeast and have them write a description of the fishing industry at that time. Have them compare it with the fishing industry today. |  |
| "The Northeast Today" (Pages 276 – 298) | Asbestos Factory Workers<br>Tourist Business Personnel<br>Dairy Farm Workers<br>Chicken Farm Workers | Ask students to search the newspapers and weekly magazines for news about the ship building industry or any of the many industries in the Northeast. | Newspapers<br>Periodicals |
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 148, 150) | Turkey Farm Workers<br>Duck Farm Workers<br>Potato Farm Workers<br>Vegetable Farm Workers<br>Fruit Farm Workers<br>Hat and Shoe Factory Workers | Ask students to read a biography of some of the leaders of the growth and change in the Northeast and make a report to the class. Some of these leaders are: Eli Whitney, Samuel Slater, Moses Brown, James Watts, John McAdam, Davis Ashkettle, etc. | Biographies<br>Encyclopedia |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Aircraft Factory Workers<br>Nuclear-powered Submarine Factory Workers<br>Radio and T V Parts Factory Workers<br>Steel Mill Workers<br>Oil Refinery Workers<br>Locomotive Factory Workers<br>Coal Mining Workers<br>Textile Mill Workers<br>Pot and Pan Factory Workers<br>Clock Manufacture Workers<br>Silverware Factory Workers<br>Jewelry Maker Workers | Have students list the ten largest cities in the local area from the largest down to the tenth largest and the population of each. | Atlas<br>Encyclopedia |
| | | Show available filmstrips about the Northeast to the class. | Filmstrips:<br>**America: People, Products and Resources Series**<br>"Harvest From the Sea, Story of Fishing"<br>"Machines That Made America Grow"<br>(Page C-20) |
| | | Take students to visit one of the local industries that is like or is similar to one of the Northeast industries and have them make a report. If this is not possible, ask the students to tell of a visit they have made previously. Ask workers in some of the local industries to visit the class and tell of their work. Use the following chart. A chart about pulp and paper-making can be ordered without cost. Sources are found in the previously mentioned free social studies materials. | **The Northeast States Series**<br>(Page C-12)<br>**Working in U. S. Communities, Group I Series**<br>(Page C-23)<br>**Northeastern United States Series**<br>(Page C-31) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | | **People and Events in American History Series**<br>"New England's Heritage" (Page C-26) |
| "The Middle West Grows and Changes" (Pages 136 – 151)<br>"The Middle West Today" (Pages 299 – 317)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 148, 152) | Automobile Industry Workers<br>Steel Mill Workers<br>Shipping Industry Workers<br>Railroad Industry Workers<br>Farming Industry Workers (corn, wheat, barley, livestock)<br>Clothing Industry Workers<br>Electrical Machinery Workers<br>Chemical Manufacturing Workers<br>Flour Mill Workers<br>Breakfast Cereal Mfg. Workers<br>Iron Ore Mining Workers<br>Precision Instrument Factory Workers<br>Firearms and Ammunition Mfg. Workers<br>Airline Workers<br>Meat Packing Industry Workers<br>Machine Tool Industry Workers<br>Soap Factory Workers<br>Dairy Industry Workers | Show filmstrips and discuss questions about things the students would like to know about the middle west area.<br>Let the students find the answers to as many of the questions as possible. The filmstrips may need to be viewed the second time for some of the answers.<br>Many 16mm films are free except for return postage. They are listed in the **Educators Guide to Free Material**. Some of these are<br>"Any Number Can Play" (Kansas) (Page 17)<br>"Latitude and Longitude of Kansas Commerce" (Page 27)<br>"Miracle of the Missouri" (Page 29)<br>"The Promise" (Illinois) (Page 34)<br>"The Story of The Great Lakes" (Page 36)<br>"This is Your Valley" (Ohio River ) (Page 38) | Filmstrips:<br>**The North Central States Series** (Page C-12)<br>**Working in U. S. Communities, Group 2 Series** (Page C-23)<br>**The Middle West Series** (Page C-31)<br>**Community Series: Types of Cities**<br>**Community Series: Agriculture and Industry** (Page C-16)<br>**The Foods We Eat Series** (Page C-25) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Cheese Factory Workers<br>Corn Products Mfg. Workers<br>Truck Farmer Workers<br>Poultry Farm Workers<br>Fruit Farmers<br>Foresters<br>Lumber Industry Workers<br>Livestock Market Workers | Charts available:<br>"Kernel of Wheat" (Page 189)<br>"Train Pictures" (Page 190)<br>Magazines Available:<br>"The Educational ABC of Industry" (Page 438)<br>Discuss with students "How the Great Lakes can be Called an Ocean Port."<br>"Adventure North to the Great Lakes Area, Map – 1972"<br>A map is available from Educators Progress book named above.<br>Have students take one of the major farm crops of the area and find out all they can about the crop. Pictures may be used to illustrate any phase of the production, such as how the product is used, etc.<br>Have students check the labels on cans in the grocery shelves and list the many foods canned in this area. Those packaged in other ways may be used as well. |  |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "The South Grows and Changes" (Pages 152 – 168)<br>"The South Today" (Pages 318 – 334) | Cotton Farm Workers<br>Corn Farm Workers<br>Tobacco Growers<br>Tobacco Industry Workers<br>Truck Farm Workers<br>Fruit Packing Industry Workers<br>Citrus Fruit Growing Workers<br>Lumber Industry Workers<br>Pulpwood Workers | To begin this study, ask the students to name as many crops grown in this community as possible. From this list, select possible resource persons that work at canning factory jobs to visit the class and tell about their jobs and products.<br>Use the same practice to study the industries of this area. | Resource People |
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 148, 151) | Tar, Pitch, and Turpentine Workers<br>Fertilizer Industry Workers<br>Sulfer Industry Workers<br>Hydroelectric Power Workers<br>Aluminum Refinery Workers<br>Steel Mill Workers<br>Iron Ore, Limestone and Coal Mining Workers<br>Petroleum Industry Workers<br>Chemical Plant Workers<br>Cottonseed Processing Plant Workers<br>Shipping Industry Workers<br>Ship Building Industry Workers<br>Automobile Assembly Plant Workers<br>Textile Industry Workers<br>Tourist Trade Workers<br>Dairy Farm Workers | Ask the students to select a crop that is described in the textbook as being grown in this area and one that they have never seen growing and to write a research paper to be read in class. Have them use pictures to illustrate the report.<br>Let each student tell the class about an industry he has visited.<br>Have him point out the jobs the people do, the products made, working conditions, etc.<br>After viewing the filmstrip series **How We Get Our Clothing**, ask the students to find a garment or a piece of cloth made of each of the products described. | Filmstrips:<br>**Field Trips Out of the Ordinary Series**<br>**Workers for the Public Welfare Series**<br>**America at Work Series**<br>(Page C-5) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Dairy Processor Workers<br>Poultry Farm Workers<br>Poultry Processing Plant Workers<br>Beef Farm Workers<br>Hog Farm Workers<br>Fish Farm Workers<br>Nursery and Landscape Workers | Some free films to show are listed in **Educators Guide to Free Materials.**<br>"Invitation to Georgia" (Page 25)<br>"Tennessee and Its Natural Resources" (Page 37)<br>"Water Highway South" (Coastal Waterway) (Page 41)<br>**Charts and Maps**<br>"Its Your Future in the Trucking Industry" (Page 192)<br>"Pulp and Paper Making Chart" (Page 196)<br>"America's Products and the Trucks That Carry Them" (Page 214)<br>**Map**<br>"From Cow to Carton" (Page 193) | **Our Neighborhood Workers Series**<br>**The American Farmer and Our Food Supply Series**<br>**How We Build Things Series** (Page C-5)<br>**The Southern States Series** (Page C-12)<br>**The South Series** (Page C-31)<br>**How We Get Our Clothing Series**<br>**How We Get Our Home Series** (Page C-24)<br>**How Things Are Made Series** (Page C-3)<br>Records:<br>**Community Workers Series** (Page C-24)<br>"Knowing Our Community Helpers |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "The West Grows and Changes"<br>(Pages 169 – 188)<br>"The West Today"<br>(Pages 347 – 365)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 148, 152) | Silver, Gold, Copper, Lead, Zinc, and Chrome Mining Workers<br>Uranium Mining Workers<br>Tourist Trade Workers<br>Cattle Ranch Workers<br>Irrigation Farming Workers<br>Wheat Farm Workers<br>Logging Mill Workers<br>Forest Workers<br>Pulpmill Workers<br>Fish Industry Workers<br>Truck Farm Workers<br>Poultry Farm Workers<br>Dairy Farm Workers<br>Apple Farming Workers<br>Apple Shipping Industry Workers<br>Shipping Industry Workers<br>Air Terminal Workers<br>Fur Market Workers<br>Hydroelectric Power Workers<br>Petroleum Industry Workers<br>Cotton Farming Workers<br>Rice Farming Workers<br>Sugar Beet Farm Workers<br>Hay Production Workers<br>Vegetable Farm Workers | Have students study the maps and information given on Pages 190 – 193 in the class. These give a bird's eye view of the growth of the west as an introduction to the study of the west.<br>Have students study the land use map on Page 350. Have them compare the amount of land used for each purpose.<br>Show filmstrips for further land-use study.<br>The following 16mm films are suggested activities for further study:<br>"Arizona and Its Natural Resources"<br>"California"<br>"California and Its Natural Resources"<br>"Garden of The Sun, California"<br>"Nevada and Its Natural Resources"<br>"Oregon and Its Natural Resources"<br>"Portraits of the Oregon Coast"<br>"Rocky Mountain Empire" (Colorado)<br>"Washington and Its Natural Resources"<br>"Wyoming" | Filmstrips:<br>**The West Series**<br>(Page C-31)<br>**The Pacific Coast States Series**<br>**The Rocky Mountain States Series**<br>(Page C-13) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Nut Tree Farm Workers (almond, English walnut)<br>Fruit Farm Workers (olive, fig, grape, pear, apricot, plums)<br>Fruit Processing Workers<br>Citrus Fruit Farm Workers<br>Tin Can Manufacturing Workers<br>Canning Factory Workers<br>Raisin Production Workers<br>Motion Picture Industry Workers<br>Aircraft Industry Workers<br>Observatory Workers<br>Christmas Tree Farm Workers<br>Park Rangers | "Arizona Packet" (Page 158)<br>"Colorful Colorado" (Page 158)<br>"Guide to Your National Forests, Parks, Monuments, and Historic Sites" (Page 159)<br>"Oregon – Capitol Guide" (Page 163)<br>"Student Packet On Nevada" (Page 164)<br>"Teacher's Packet On Montana" (Page 164)<br>"This is Big Wyoming" (Page 165)<br>"Teacher's Packet – Yellowstone National Park" (Page 165)<br>"Utah! Discovery Country" (Page 166)<br>"Idaho – The 43rd State" (Page 160)<br>"Olympic National Park – Folder/Map" (Page 217)<br>"Rocky Mountain National Park Map" (Page 218)<br>"Yellowstone – Map" (Page 219)<br>"Petrified River – The Story of Uranium" (Page 128) |  |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Ask the students to watch the newspaper and weekly news magazines for any articles about the West. A bulletin board can be used to display these.<br>Ask students to write letters requesting free materials about the West. Addresses and sources are usually furnished in the teacher's packets of materials listed above.<br>Invite parents and students to display pictures, slides and souveniors collected during a camping trip or vacation trip of this area. Ask them to describe their trip to the class. | |
| "Changing Ways of Living on the Great Plains" (Pages 206 – 216)<br>"The Great Plains Today" (Pages 335 – 346) | Cattle Ranch Workers<br>Wheat Farm Workers<br>Cotton Farm Workers<br>Sugar Beet Farm Workers<br>Irrigation Workers<br>Sheep Farm Workers<br>Hydroelectric Power Workers<br>Gold and Coal Mining Workers<br>Oil Production Workers<br>Livestock Market Workers<br>Livestock Processing Workers<br>Transportation Workers | Have students check the topography of the area on the map on Pages 338 and 339 in the textbook. Also have them check the maps on Page 337 for the wheat growing areas of the middle west. Ask the students to list as many products made from wheat as possible. Also have them list the jobs involved in growing and processing wheat.<br>Have students make a scale drawing comparing the size of the average wheat farm with one square mile, using one inch to represent one mile. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 148, 152) | Flour Mill Workers<br>Farm Machinery Factory Workers<br>Grain Storage Workers<br>Oil Refinery Workers<br>Art Gallery Workers<br>Symphony Orchestra Members<br>Tourist Trade Workers<br>Aircraft Plant Workers<br>Clothing and Textile Industry Workers | Ask a student to describe a cattle ranch on the Great Plains and another to describe the sheep ranches. Give the students time to do research.<br>Use available filmstrips when feasible. Films listed in **Educators Guide to Free Materials** are:<br>"Wheat – Food for the World"<br>"Wheat Foods Around the World"<br>"North Dakota Rough-Rider Country"<br>"Take a Swing Through Kansas" | Filmstrips:<br>**The South Western States Series** (Page C-12)<br>**The Middle West Series** (Page C-31)<br>**The American Farmer and Our Food Supply Series**<br>"Wheat for Bread" (Page C-5)<br>**The Foods We Eat Series**<br>"How We Get Bread" (Page C-25)<br>**How We Get Our Foods Series** (Page C-24) |
| "The United States Becomes a Great Industrial Power" (Pages 230 – 251) | Steel Mill Workers<br>Petroleum Industry Workers<br>Electric Power Workers<br>Power-Driven Machine Mfg. Workers<br>Power-Driven Machine Operators<br>Farm Machine Industry Workers<br>Housekeeping Machine Industry Workers | Ask students to make a display of pictures of all types of machinery, giving uses of each piece of machinery. These can be collected from magazines, newspapers and pamphlets. If any of the students' parents work in a business that sells machinery, invite them to visit the class and tell about the machinery. | |

CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  | Business Machine Industry Workers<br>Communication Workers<br>Transportation and Trade Workers | Have other parents who use the machinery to visit the class and tell how the machines are used. Show the poster "Development of Industry" which is available through **Elementary Teachers Guide to Free Materials.**<br>Have students read biographies of people involved in the industrial growth of the nation and report to the class.<br>Have students study the industries in all the different sections of the country. Have them list those found in two or more areas in one column and those located in only one area in another column.<br>Have students make a chart listing the area along the top and industries down the left side, with checks made where each is found. | **Elementary Teachers Guide to Free Materials**<br>Educators Progress Service, Inc.<br>Randolph, Wisconsin<br>Biographies on the following people:<br>Aleck Bell<br>Cyrus McCormick<br>Eli Whitney<br>Elias Howe<br>Gail Borden<br>George Carver<br>George Eastman<br>Glen L. Martin<br>George Pullman<br>George Westinghouse<br>Henry Ford<br>John Deere<br>John Fitch<br>Lee DeForest<br>Maria Mitchell<br>Robert Fulton |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Social Studies
Adopted Text: THE CHANGING NEW WORLD

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Have a resource person from the lumber industry, automobile industry or ship building industry describe his occupation to the class. | Samuel Morse<br>Tom Edison<br>Wilbur and Orville Wright<br>Andrew Carnegie<br>Harvey S. Firestone<br>James J. Hill<br>Walter Chrysler |
| "Our Youngest States and Other American Lands"<br>(Pages 366 – 379) | **Alaska**<br>Salmon Fishing Workers<br>Fish Cannery Workers<br>Gold Mining Personnel<br>Air Travel Workers<br>Military Personnel<br>**Hawaii**<br>Sugar Industry Workers<br>Pineapple Industry Workers<br>Cannery Workers<br>Vegetable Farm Workers<br>Tourist Trade Workers | Show filmstrips about areas and discuss in class.<br>Ask the students to select one of these states and write a theme about why they would or would not like to live in the state chosen.<br>Some 16mm films listed as available from the free materials catalogue are:<br>"Alaska"<br>"Alaska and Its Natural Resources"<br>"Hawaiian Harvest of the Sea"<br>"Hawaii – The Sugar State" | Filmstrips:<br>**The Pacific Frontier States, Alaska and Hawaii Series**<br>(Page C-31)<br>**The Frontier States Series**<br>(Page C-12) |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA, Silver Burdett

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Introduction and Meet Latin America (Pages I – IX, 1 – 19) | Surveyor<br>Geographer<br>Geologist<br>Statistician<br>Meteorologist<br>Photographer<br>Cartographer<br>Draftsman | Discuss the book to be used with students.<br>Point out the types of material included, and the types of maps, pictures and charts.<br>Have students make a survey of all maps included and list the types. Have them make a list of all the keys on maps, types of symbols used and scale miles used. | Rulers, yardstick, tape measure (100 ft. lengths)<br>large size wrapping paper, and graph paper |
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 153, 154, 155) | Astronomer<br>Truck Driver<br>Bus Driver<br>Pilot<br>Navigator<br>Architect<br>Seismologist<br>Map Maker<br>Oceanographer<br>Mining Engineer<br>Flight Engineer<br>Airplane Crop Duster<br>Forester<br>Wildlife Specialist<br>Range Management Specialist<br>Landscape Architect<br>Soil Conservationist<br>Lookout Tower Operator | Have the students make a scale drawing of the classroom, school building and campus.<br>Ask students to collect any type graph or map that they can find. Have them make a list of ways these are used and make a display.<br>Have students make a map of their community or a map showing the route from their home to the school. "Elementary Map and Compass Instruction" is available through **Elementary Teachers Guide to Free Materials.**<br>Show filmstrips on maps and discuss. Let the students demonstrate some of the skills listed in these filmstrips. | **Elementary Teachers Guide to Free Materials**<br>Educators Progress Service, Inc.<br>Randolph, Wisconsin<br>Filmstrips:<br>**Maps and How To Use Them Series**<br>**Working With Maps Series**<br>(Page C-11) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Meet Latin America" (Pages 1 – 19)<br>**Canada and Latin America**<br>Ginn and Company<br>"Introducing Latin America" (Pages 57 – 72)<br>Curriculum Guide for Jones County Scools Grades 4 – 6 (Page 154) | Archaeologist<br>Geophysicist<br>Aerospace Engineer<br>Rocket Specialist<br>Astronautic Engineer<br>Astrophysicist<br>Sailor<br>Truck Driver<br>Ditch Digger<br>Bulldozer Operator<br>Herdsman<br>Cane Cutter<br>Traffic Policeman<br>Banana Packers<br>Oil Well Worker<br>Coffee Bean Picker<br>Tractor Driver<br>Cowboy (gaucho) Herding Cattle | Have students list the occupations found in the pictures of this section and have them discuss these in relation to those found in our own area. | **The Fundamentals of Geography Series** (Page C-13) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "What the Explorers Found"<br>(Pages 20 – 43)<br>**Canada and Latin America**<br>Ginn and Company<br>(Pages 57 – 62)<br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 155 – 157) | Historian<br>Anthropologist<br>Archeologists<br>Ethnologists<br>Printers, Writers<br>Sailor | Have students do research on the first four careers listed. Let the students role-play while giving information to the class. Use a resource person for a speaker if possible. | Encyclopedias<br>Library books<br>Resource Person:<br>History teacher |
| "Europeans Bring Changes"<br>(Pages 44 – 59)<br>"Life in the Colonies"<br>(Pages 60 – 71)<br>"Colonies Become Countries"<br>(Pages 72 – 93) | Explorers<br>Gold Seekers<br>Farmers<br>Missionaries<br>Brazilwood Workers<br>Sugar Mill Workers<br>Poets<br>Mathematicians<br>Artists<br>Merchants<br>Shopkeepers | Have students compare our own space and the impact it has had on our people with the exploration and settling of the Americas. Ask the students to find ways the two explorations are alike and ways they are different.<br>Have students compile a list of the plants, seeds and animals brought to the New World by the Europeans. Also have them make a list of the plants, seeds and animals carried to Europe by the Europeans. | Books<br>Periodicals<br>Encyclopedias<br>Yearbooks<br>Atlases<br>Almanac |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 155 – 158) | Sailors<br>Soldiers<br>Tax Collectors<br>Historians | Have them describe the buildings made before the Europeans came to the Andes, and then describe the buildings built by the Spanish.<br>Have a resource person compare the education systems in the Old and New World. | |
| "After Independence" (Pages 94 – 109)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 159) | Merchants<br>State Leaders<br>Soldiers<br>Plantation Workers<br>Businessmen | Have students make a comparison of the events that brought about independence in the U. S. Colonies, and those that brought independence to the Latin American Countries.<br>Divide the class into groups of about three students each and have each group do research on a different country and then report to the class.<br>As the study of the Latin American Countries progresses, ask the students to collect pictures about each country to display in the classroom during the study and for the final activity. | Encyclopedia and other reference books |
| "Mexico Today" (Pages 110 – 141)<br>"Mexico" (Pages 229 – 260) | Cattle Ranch Workers<br>Chicle and Sisal Production Workers<br>Coffee Growing and Processing Workers | During the class, ask the students to look at the maps on Pages 105 – 109 in the text. (Pages 3, 230 – 233, 231 in Ginn) | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 158, 159) | Banana Production Workers<br>Banana Shipping Workers<br>Iron and Steel Industry Workers<br>Textile Industry Workers<br>University Personnel<br>Transportation Workers<br>Dairy Industry Workers<br>Tourist Trade Workers<br>Cotton Production Workers<br>Vegetable Farm Workers<br>Silver Industry Workers<br>Industrial Mineral Mining Workers<br>Coal Mining Workers<br>Orange Growing Workers<br>Oil Production Workers<br>Hydroelectric Power Workers | Have them notice the geographic areas in the U. S. that continue on into Mexico; other classroom maps could be used for this purpose.<br>Show filmstrips about Mexico after identifying numerous questions to be answered. Discuss with students questions and other items after viewing the filmstrip.<br>Have students make a study of Mexican foods. Tell them that many of our foods, especially those containing corn and pepper, came from Mexico. Have them study the booklet "Mexican Food the American Way." This booklet can be obtained from the Gebhardt Mexican Food Company. Have students make a display of samples of these dishes or have them prepare or bring these foods and let the class eat a meal consisting of Mexican foods only. | Filmstrips:<br>**Living in Mexico Today Series**<br>(Page C-32)<br>**Mexico: A Community Study Series**<br>(Page C-13)<br>**Educators Guide to Free Social Studies Materials**<br>Educators Progress Service, Inc.<br>Randolph, Wisconsin |
| | | Have students use straw and clay to make adobe brick like those used by the natives of the highlands. Have them make the brick in miniature form and construct a complete hacienda in miniature. | Native clay<br>Straw |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Ask the students to bring any articles made in Mexico for exhibit. These articles should include clothing, what-nots, toys, ceramic tile, jewelry, shoes, purses, souvenirs, pictures, artificial flowers, etc.<br>Remind students to collect pictures and articles. | Various articles made in Mexico |
| "Central America"<br>"Caribbean America" (Pages 195 – 228)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 159, 160) | Chicle and Sisal Production Workers<br>Coffee Growing and Processing Workers<br>Sugar Mill Workers<br>Banana Growing Workers<br>Shipping Industry Workers<br>Iron Mining Workers<br>Petroleum Industry Workers<br>Palm Oil Products Workers<br>Lumber Industry Workers<br>Cacao Industry Workers | Furnish all the students a piece of gum and tell them to tell all the ingredients used to make the gum. Of course, the base is chicle which is one of the major exports of Central America. Have students study the geographic features through maps and filmstrips. The earthquake in Managua, Nicaragua has been very much in the news lately. Ask the students to locate information about this and other earthquakes and volcano action in recent years.<br>Use Some of the material that is available from **Free Curriculum Materials**. Example:<br>Booklets<br>"Introduction to Honduras"<br>"Panama Canal – Gateway for World Trade"<br>"Panama Outline" | Gum<br>Filmstrips:<br>**Countries of Central America Series** (Page C-14)<br>**Central America and the West Indies Today Series** (Page C-32)<br>Newspapers<br>Atlases<br>Periodicals<br>Yearbooks |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  |  | "The Story of Chocolate and Cocoa"<br>"Color It With Happy Hershey" Chart<br>"Hershey's Educational Wall Chart"<br>Develop a unit on Cacao using these materials. |  |
| "The West Indies" (Pages 160 – 175)<br>"Caribbean America" (Pages 195 – 228)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 159) | Coffee Growing and Processing Workers<br>Sugar Growing Workers<br>Sugar Mill Workers<br>Banana Growing Workers<br>Tobacco Industry Workers<br>Henequen Farm Workers<br>Cacao Growing Workers<br>Mining Workers<br>Tourist Trade Business | Have students collect samples of products from this area and make a display. Ask each student to select one of the islands of the West Indies and do further research to make a report to the class.<br>Use available filmstrips for additional information.<br>Some of the pamphlets listed for the previous chapter may be used here.<br>Have students collect pictures and news articles about countries to use for display.<br>Have students list job opportunities that are available. | Filmstrips:<br>**Central America and the West Indies Today Series** (Page C-32)<br>**The West Indies Series** (Page C-14)<br>**Puerto Rico: A Regional Study Series** (Page C-14) |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Venezuela and Columbia" (Pages 178 – 199)<br>"Caribbean America" (Pages 195 – 228)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 159 – 161) | Cattle Ranch Workers<br>Coffee Growing and Processing Workers<br>Corn Production Workers<br>Banana Production Workers<br>Iron Ore Mining Workers<br>Petroleum Production Workers<br>Dairy Industry Workers<br>Transportation Workers<br>Textile Mill Workers<br>Shoe Factory Workers<br>Food Processing Workers<br>Plant Workers<br>Radio School Personnel | Have students study the pictures in the text about these two countries and list their products from these pictures.<br>Some booklets to be used are available through **Elementary Teachers Guide to Free Curriculum Materials**:<br>"Resume of the Geography of Venezuela" (Page 157)<br>"Venezuela" (Page 157)<br>"Venezuela – A brief Historical Outline" (Page 157)<br>"Columbia" (Page 155)<br>"Latin America Fun and Games Book" (Page 156)<br>Have students describe the transportation and the schools in this area. | |
| "Ecuador, Peru, Bolivia" (Pages 125 – 154)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 | Coffee Growing and Processing Workers<br>Corn Production Workers<br>Sheep Production Workers<br>Tin Mining Workers<br>Cacao Production Workers<br>Banana Production Workers<br>Cotton Production Workers<br>Fertilizer Business Workers | Have students compare the Indians of the Andes with the Indians of our own midwest. Have them compare homes, crops, worship, etc. Ask the students to describe the places they would like to see if they were able to visit Peru.<br>Have students list occupations related to agriculture in India. | Social Studies books<br>Reference books<br>Filmstrips:<br>**Lifeways of the People: South America Series**<br>**South America: Agriculture, Industry, and Natural Resources Series** (Page C-14) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Silver Mining Workers | Ask a resource person who has visited this area to come and speak to the class. Show filmstrips about this area and discuss with the class. Pamphlets available are: "Ecuador" and "Introduction to Peru" (Page 156). Have students continue picture and news article collection. | **People and Geography of South America Series**<br>(Page C-14)<br>**Living in South America Today Series**<br>"The Andean Highlands – Ecuador, Peru, Bolivia"<br>(Page C-32) |
| "Chile"<br>(Pages 220 – 233) | Cattle Ranch Workers<br>Wheat Production and Processing Workers<br>Sheep Production Workers<br>Iron and Steel Industry Workers<br>Nitrate Mining Workers<br>Copper Mining Workers<br>Grape Production Workers<br>Dairy Industry Workers | Use filmstrips to intorduce this area. Divide the class into three groups and ask one group to find information about Northern Chile, one group Central Chile, and the other Southern Chile. To present information to the class let the students role-play different people of their area and tell of the lives of that area. | Filmstrips:<br>**Living in South America Today Series**<br>"Chile"<br>(Page C-32)<br>Reference books |
| "Chile"<br>(Pages 105 – 124)<br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 159 – 161) | Food Processing Workers<br>Beverage Industry Workers<br>Cement Plant Workers<br>Furniture, Radio, Automobile Tire Factory Workers<br>Plastic, Paint and Leather Products Workers | Discuss with students why Peru is called the "Shoestring Republic." Also discuss the more recent earthquakes of Chile. Have students display pictures and news articles collected. | Yearbooks<br>Encyclopedias<br>World Almanac |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Pulp and Paper Mill Workers<br>Electrical Appliances, Stoves and Heaters manufacturing Workers<br>Lumber Mill Workers | | |
| "Argentina, Uruguay Paraguay" (Pages 234 – 253)<br>"Argentina, Uruguay" (Pages 73 – 104) | Cattle Ranch Workers<br>Corn Production Workers<br>Wheat Production Workers<br>Sheep Production Workers<br>Grape Production Workers<br>Tobacco Production Workers<br>Vegetable Producing Workers<br>Food Processing Workers<br>Flax Growing Workers<br>Alfalfa Production Workers<br>Tea Production Workers<br>Quebracho Wood Workers<br>Tannin Industry Workers<br>Oil Production Workers<br>Shipping Industry Workers<br>Meat Packing Workers | Have students use landscape maps of North America (Page 11, 303) to compare the lands between 20° S to 55° S latitude and 20° N to 55° N latitude. Explain to the students that the seasons are just the opposite. Have students compare the climate, occupations, etc. Have them give reasons for any differences in climate.<br>Have students compare our Christmas season with our weather on July 25 to give them an idea of the weather at Christmas in Southern South America.<br>Ask the students to compare the agriculture in this area with that of the U. S.<br>Show filmstrips of the area for information.<br>Have students continue their picture collection. | Encyclopedia<br>Atlas<br>Filmstrips:<br>**Living in South America Today Series**<br>"The Rio De La Plata Countries – Argentina, Uruguay, and Paraguay" (Page C-32) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Social Studies
Adopted Text: LEARNING ABOUT LATIN AMERICA

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Brazil and the Guianas" (Pages 254 – 287)<br>"Brazil" (Pages 155 – 193)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 159 – 161) | Cattle Ranch Workers<br>Coffee Growing and Processing Workers<br>Corn Production Workers<br>Wheat Producing Workers<br>Sheep Producing Workers<br>Iron and Steel Industry Workers<br>Rubber Production Industry Workers<br>Brazil Nut Production Workers<br>Sugar Plantation Workers<br>Tobacco Growing Workers<br>Cacao Production Workers<br>Cotton Production Workers<br>Carnauba Wax Production Workers<br>Manufacturing Workers<br>Bauxite Mining Workers<br>Hydroelectric Generating Plant Workers | Show filmstrips about Brazil to introduce the area to the class.<br>Divide the class into five groups to do further research. Use the five regions as given on Pages 255 – 258.<br>Have students role-play and use dialogue to report.<br>As a culmination of the study of Latin America, give a fiesta in the classroom.<br>Divide the class into committees; let one group arrange a display of the best pictures about each of the Latin American nations you have studied. Let another group find recordings of Latin American music which can be played during the fiesta. Let a third group make a display of Latin American costumes. Have another group make a display of products. Have them label these by countries producing them. Serve typical foods from Latin American countries. Have parents and other students participate.<br>Finance the fiesta from money earned from the following occupations in Latin America.<br>(List on the board the careers found on the previous page.) | **Lifeways of the People: South America Series**<br>**South America: Agriculture, Industry, and Natural Resources Series** (Page C-14)<br>**People and Geography of South America Series** (Page C-14)<br>**Living in South America Today Series**<br>"The Amazon Basin"<br>"The Brazilian Highlands"<br>(Page C-32) |

# SCIENCE

## GRADES 4 - 6

# SCIENCE

## EDUCATIONAL OBJECTIVES

### GRADES 4 - 6

1. The students will become familiar with and will acquire the ability to use the scientific method of investigation.
2. The students will develop the ability to report their findings accurately and precisely.
3. The students will be patient and persistent and will work carefully and skillfully as they develop a scientific attitude.
4. The students will develop some ability to think objectively and critically; to draw conclusions on the basis of adequate, reliable evidence; and to make decisions and to accept the responsibility of these decisions.
5. The students will identify new evidence as it continually is discovered and will become aware that they must accept justifiable change.
6. The students will discover that they need to be open-minded and respect the opinions of others, and that they also need to compare their needs with those of others.
7. The students will identify careers related to science and will explore information and opportunities concerning these careers.

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
Adopted Text: SCIENCE 4, Laidlaw Science Series, Laidlaw Brothers

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Unit I<br>"What is Science?"<br>(Pages 6 – 21)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 119, 120)<br>"The Senses"<br>(Pages 246 – 256) | Scientists:<br>Biologist<br>Chemist<br>Physicist<br>Technologist | Have the students observe three different objects found in the classroom and describe the articles in the following ways:<br>1. Size<br>2. Shape<br>3. Color<br>4. Feel of surface<br>5. Weight<br>6. Odor<br>Help the class decide how scientists find out about these things.<br>Have students examine and discuss the science equipment that may be found in the classroom. | Collection of objects<br>Collection of types of materials and equipment that may be used in any individual classroom. |
| Unit II<br>"Classification of Living Things"<br>(Pages 22 – 67)<br>Curriculum Guide for Jones County Schools Grades 4 – 6<br>(Pages 119, 120) | Biologist<br>Biological Research and Lab Technician<br>Lab Technician | Instruct the students to make a chart listing characteristics of living things.<br>Have them bring in a collection of living things and classify them into two groups – Plant or Animal. (This may be done as sets in math.) | Collection of non-living and living things<br>Encyclopedia<br>Library books<br>Textbooks |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "How Scientists Classify Animals" (Pages 36 – 47)<br>**Concepts in Science** H. B. & J. | Biologist<br>Biological Research Aid<br>Wildlife Specialist<br>Range Management Specialist<br>Forester<br>Veterinarian<br>Biophysicist<br>Paleontologist<br>Park Naturalist<br>Zoologist | Have students make charts of different types of animals (birds, fish, reptiles, etc.).<br>Have them make a small aquarium and place frogs eggs inside. Have them observe until the frog is formed.<br>A frog may be placed in the classroom terrarium and observed during the same time.<br>(See Appendix A pages 10, 12, & 14)<br>Show filmstrips and discuss them in class.<br>Ask a Lab Technician from a local clinic or hospital to explain how the information that students are learning relates to his job. | For aquarium, glass container, rocks, sand, plants, fish, and snails<br>Filmstrips:<br>**Basic Intermediate Science Series** (Page C-29)<br>**Fundamentals of Science Series, Set IV** (Page C-9) |
| | | Instruct the students to make a scrapbook containing pictures of vertibrates and one containing invertibrates. | |
| | Entomologist<br>Farmer | Have students make an insect collection and classify the insects as to common name. | |
| | | Have students bring an ant bed and place it in sand or soil in a glass container. Have them dampen the soil and place a small | Ants, glass container, soil, fine screen wire, black paper |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | amount of sugar inside. Have them cover a jar top with a fine screen wire and the sides of the jar with black paper. | and tape |
| | | Let students slip the black paper off a short time each day and observe ants at work. | |
| | Botanist<br>Agronomist | Have the class make a classroom terrarium. (See Appendix A Pages 5, 6, & 7) | Glass container, soil, charcoal, plants, plastic for cover |
| | Horticulturist<br>Landscape Architect<br>Floriculturist<br>Nurseryman<br>Truck Gardener<br>Forester<br>Farmer<br>Conservationist | Have students make a collection of plants and classify them as to whether they are seed producers or non-seed producers.<br>Have students make an exhibit of these with proper seed for seed producing plants.<br>Tell students to bring a collection of flowers and leaves and classify them according to structure.<br>Have them make a collection of leaves and seeds from trees. | Collection of plants<br>Scrapbook |
| | | Invite the parents of students to visit the class and talk about any occupation they have that deals with plants or animals. | Parents of students<br>Use local Resource People |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Have other resource persons visit the class, such as an agriculture teacher, a florist, or a County Extension Agent. | |
| | | View filmstrips about living things as needed.<br>**Fundamentals of Science Series, Sets II, III, IV**<br>"How Animals Live"<br>"Plants"<br>"Plants and Seeds"<br>"Living Things Need Food"<br>"Green Plants"<br>"Living Things and Other Living Things"<br>**Basic Intermediate Science Series**<br>"Finding Out About Green Plants" | Filmstrips:<br>**Fundamentals of Science Series**<br>(Page C-9)<br>**Basic Intermediate Science Series**<br>(Page C-29) |
| | | Use **Slide and Guide Slide Sets**<br>**Natural Science Series**<br>"Plant Parts"<br>"What is a Plant Family?"<br>"Plants That Do Not Flower"<br>"Plant Adaptations"<br>"Fruits and Seeds"<br>"Common Garden and Wild Flowers" | **Slide & Guide Slide Sets: Natural Science Series**<br>(Page C-36) |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Unit III<br>"The Nature of the Earth"<br>(Pages 68 – 129)<br><br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 123)<br><br>**Concepts in Science**<br>H. B. & J.<br>(Pages 219 – 253) | Geographer<br>Geologist<br>Geophysicist<br>Seismologist<br>Cartographer<br>Oil Well Drillers<br>Surveyors<br>Construction Workers<br>Architect<br>Astronomer<br>Meteorologist<br>Physicist<br>Map Maker | Have students grow green plants in the classroom and watch the growth.<br>(See Appendix A Pages 1 – 9)<br><br>Show filmstrips and discuss in class:<br>**Fundamentals of Science Series, Sets II, III, IV, V**<br>"The Earth is Always Changing"<br>"Our Earth is Part of the Solar System"<br>"The Earth – A Great Storehouse"<br>"Our Changing Earth"<br><br>Have students conduct the following experiment on the shape of the earth.<br><br>With the globe on the table, have students place a small boat on the opposite side of the globe, out of sight from those viewing the globe from the front. Have them pretend to sail the boat from one side over the top of the globe, and into sight at the other side.<br><br>Point out to students that you only see the top of the boat first, the deck section next, and then the whole boat, as it sails closer. | Filmstrips:<br>**Fundamentals of Science Series, Sets II, III, IV, V**<br>(Page C-9)<br>**Elementary Chemistry Series**<br>(Page C-29)<br>Small boat<br>Globe<br>Table |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Explain that if our range of observation were large enough, we would see ships sailing the ocean in much the same manner. | |
| "Some Materials of the Earth" (Pages 96 – 109) | Geologist<br>Geophysicist<br>Meteorologist<br>Oceanographer<br>Physical Scientist<br>Petroleum Production Occupations<br>Metallurgist<br>Coal Miner<br>Mining Engineers<br>Jewelers<br>Mineralogist | Have students make a collection of different types of rocks to be found in this area. Have them investigate these. | Rock specimen<br>Magnifying glass |
| | | Have students check hardness, size, color, texture, etc., with a magnifying glass. | |
| | | Have them use vinegar to check these rocks for limestone (see page 107 in text). | |
| | | Show **Slide and Guide Slidesets on Earth Science.** | **Slide & Guide Slidesets: Earth Science Series** |
| | | Show filmstrips on field trips to an oil well, a coal mine, and an oceanographic Institute. | "Rocks and Their Minerals"<br>"Weathering and Erosion"<br>(Page C-37) |
| | | Let students role-play to show how their study of rocks may lead into a career as an oceanographer or a coal miner. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | | Filmstrips:<br>**Field Trips Out Of The Ordinary Series** (Page C-5)<br>**Our Ever–Changing Earth Series** (Page C-28)<br>**Understanding Oceanography Series** (Page C-28) |
| "Changes in the Earth's Surface" (Pages 110 – 128) | | Have students make a visit to some area where the different layers of soil can be observed.<br>Explain to students that places of soil erosion or hills where roads have been cut across are good areas for this visit. | |
| **Concepts in Science** H. B. & J. (Pages 61 – 97, 219 – 253) | | Tell students that pictures of the Grand Canyon can also be used in this exploration. | |
| | | Discuss the water cycle with the class. (Hydrologic cycle) | Hydrologic Chart |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
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Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Explain to the class that this cycle is necessary for life.<br>(See Appendix A, Page 15 & 16 and **Science 4**, Page 94, or **Concepts in Science**, Page 94) | |
| Unit IV<br>"The Nature of the Universe"<br>(Pages 130 – 179)<br>**Concepts in Science**<br>H. B. & J.<br>(Pages 255 – 283) | Astronomers<br>Navigators<br>Astronauts<br>Aerospace Engineers<br>Physical Scientist<br>Cartographer<br>Physiologist<br>Flight Engineer | Show filmstrips to the class on the universe and discuss. Have the students select some subject to find out all they can about. Some suggestions are:<br>Any of the Planets<br>The Milky Way Galaxy<br>The Solar System<br>Comets<br>Show the student how to locate the North Star (Polaris) which is always located in the North.<br>(See Appendix A, Page 34)<br>Have students role-play adventures of astronauts in outer space, and relate these adventures to facts learned in filmstrips that teach about the universe. | Filmstrips:<br>**Fundamentals of Science Series, Set II**<br>"The Earth and the Sun"<br>**Set III** – "Our Earth is Part of the Solar System"<br>**Set IV** – "The Moon Our Nearest Neighbor in Space"<br>"Stars and Planets"<br>**Set V** – "Neighbors in Space"<br>"Outer Space – The Newest Frontier" (Page C-9)<br>**Science in Everyday Life Series** (Page C-11) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | | **Wonders of the Sky Series**<br>**The Space Age Series**<br>**Astronomy in the Space Age Series**<br>(Page C-10) |
| | | Use Picture-Story Study Prints, **Exploring Space Series.** | **Basic Intermediate Science Series**<br>(Page C-29)<br>**Prints:**<br>**Exploring Space Series**<br>"Geography From Space"<br>(Page C-35) |
| | | Have students make a pin-point star chart. (See Appendix A, Page 33) | Piece of cardboard<br>Pencil<br>Compass<br>Scissors |
| | | Have students make a viewing box for the study of the constellations. (See Appendix A, Pages 31, & 32) | Cardboard shoebox<br>Electric light on extension cord.<br>Several pieces of heavy paper the size of the shoebox. |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Unit V<br>"Matter and Energy"<br>(Pages 180 – 234)<br>"Machines"<br>(Page 195) | Industrial Workers (There are thousands of these occupations)<br>Mechanics<br>Tractor, Truck, and Bus Drivers<br>Data-Processing Machine Operator | Have students make a scrapbook of pictures of different kinds of machines. Use these pictures as bulletin board materials for the class.<br>Show filmstrips on simple machines to the class.<br>If parents run any type of machine, let them come and tell about their occupation. | Newspapers<br>Magazines<br>Filmstrips:<br>**The Wonderland of Science Series**<br>(Page C-11)<br>**Basic Intermediate Science Series**<br>**Introduction to Matter and Energy Series**<br>(Page C-29)<br>**The Work of Simple Machines Series**<br>(Page C-29) |
| Unit VI<br>"The Human Body"<br>(Pages 235 – 268) | Doctor<br>Nurse<br>Practical Nurse<br>Physical Therapist<br>Pathologist<br>Sanitarians | To check nerve endings in the skin, have two persons place one of each person's index fingertips together and then let each person run the other thumb and index finger over the two.<br>(Contd.) | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
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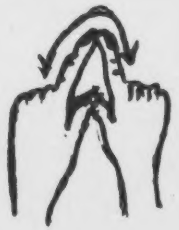
Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "The Skin"<br>(Pages 238 – 244)<br>"Safeguards Against Infection" | Sanitary Engineers |  Rub the other index finger and thumb here. | |
| | | Invite a person working in the field of sanitation to visit the school and give duties of his job. | Resource Persons:<br>Food Inspector from Health Department<br>Dairy Inspector |
| Concepts in Science<br>H. B. & J.<br>(Pages 175 – 217) | Wildlife Specialist<br>Forester<br>Conservation Specialist<br>Warden<br>Wildlife and Fish Commission | Have students watch the skies for bird migration. | |
| | | Have students make a record when different fowl are seen migrating in the fall and again in the spring. | |
| "Migration" | | Ask a resource person to come and talk to the class about migration. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 4
Subject Area: Science
Adopted Text: SCIENCE 4

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  |  | Show filmstrips about migration.<br>Role play: **My Job is for the Birds.**<br>Have students draw occupational titles from a basket. Have each title holder describe his job, and let the rest of the class guess what the job is.<br>Examples of job titles:<br>1. Forester<br>2. Wildlife specialist<br>3. Game warden | Filmstrips:<br>**Mysteries of Science Series**<br>(Page C-10)<br>**The Conservation of Our Resources Series**<br>(Page C-10)<br>**The Interdependence of Nature Series**<br>(Page C-11) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5, Laidlaw Science Series, Laidlaw

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Unit I<br>"What is Science?"<br>(Pages 6 – 21)<br>Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 125) | Scientists (General Term)<br>Oceanographers<br>Astronomers<br>Chemist<br>Biologist | Have students make a form to use in all scientific studies.<br>Have students make a scrapbook using any pictures found concerning a selected profession in science.<br>Show filmstrips on people who work in science, and discuss with the class. | Periodicals<br>Newspapers<br>Filmstrips:<br>**People Who Work in Science Series** (Page C-18)<br>**Mysteries of Science Series** (Page C-10) |
| Unit II<br>"Living Things"<br>(Pages 22 – 83)<br>**Concepts in Science** (Pages 183 – 186, 160 – 163)<br>"Animals as Living Cells"<br>"Social Animals"<br>(Pages 63 – 83) | Biologists<br>Biological Research Aid<br>Zoologist<br>Veterinarian<br>Veterinary Hospital Attendant<br>Zoo Caretaker<br>County Agriculture Agent<br>Fur Farmer<br>Wildlife Specialist<br>Livestock Farmer<br>Herdsman<br>Medical Occupations | Have students do research on some of the following:<br>Types of pets in the homes in the community.<br>Types of dogs or cats in the community.<br>Types of animals seen in the zoo by the students.<br>Types of wildlife seen by students. | Local Research People<br>Use parents of students in the classroom if possible.<br>Doctor<br>Nurse |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 126) |  | Have students make a study of services rendered by domesticated animals. | Dentist<br>Forester<br>Florist |
|  |  | Ask a veterinarian to talk to the class about his occupation. | Visit a Fish Hatchery<br>Poultry Complex<br>Dairy Farm<br>Hog Farm<br>Forest |
|  | Lab Technician | Show samples of pond water under the microscope and have students list as many animals and as much plant life as can be seen. | Samples of Pond Water<br>Microscope and/or<br>Magnifying glass |
|  | Fish Culturist<br>Biologist | Have students plan and construct a classroom aquarium and plan for maintenance of it.<br>(See Appendix A, Page 14.) | For aquarium bowl, jar or purchased container,<br>Sand<br>Rocks<br>Plants<br>Fish<br>Snails |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Animals as Living Things" (Pages 63 – 70)<br>"Social Animals" (Pages 71 – 83) | Biologist<br>Biologist Research Aid<br>Veterinarian<br>Veterinary Hospital Attendant<br>Zoo Caretaker<br>Wildlife Specialist<br>Apiarist<br>Termite Exterminator<br>Pest Controller | Have students bring specimen of wasp nests, honey comb, termite infested wood, etc. Have them study these homes and the different workers in the homes. | (See Appendix)<br>Specimen of things listed |
| | | Show filmstrips:<br>**Fundamentals of Science Series, Sets I, II, IV, V.**<br>"Just Animals"<br>"Animals Grow and Change"<br>"Living Things Need Other Living Things"<br>"How Animals Live"<br>"Animals Affect Man and Other Living Things" | Filmstrip:<br>**Fundamentals of Science Series, Sets I, II, IV, V**<br>(Page C-9) |
| | | Ask a local pest controller to explain his occupation to the class. Save five minutes as a question and answer period. | |
| "Plants as Living Things" (Page 126) | Agronomist (Crop Growing)<br>Range Management Specialist<br>Horticulturist<br>Landscape Architect<br>Floriculturist<br>Nurseryman<br>Truck Gardener | Have students make collections of leaves and/or insects. Have them make a list of useful insects and destructive insects and a list and/or a collection of edible and non-edible plants. Have them write for the the leaflet, "Edible Fruits of Forest Trees, FS-36" | Plant specimens<br>Insect specimens<br>For terrarium:<br>Glass container<br>Gravel, sand, or soil, crushed charcoal, and |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Tree Surgeon<br>Soil Conservationist<br>Apiarist<br>Entomologist<br>Forester<br>Farmer:<br>Dairy<br>Fruit<br>General<br>Grain<br>Vegetable<br>County Extension Agent<br>Greenhouse Worker<br>Plant Pathologist<br>Biological Careers<br>Landscape Maintenance Superintendent<br>Botanist | U. S. Department of Agriculture Forest Service<br>South Building<br>Washington, D. C. 20250<br>Also, "Why the Leaves Change Their Color, FS-12"<br>"How A Tree Grows, FS-8"<br>"The Big Three, FS-54"<br>"Conservation Activities for Young People, FS-67"<br>Have students place one or two animals and/or insects inside the terrarium and observe the activity.<br>(See Appendix A, Pages 5, 6, 7, 10, 11, 13)<br>Have students make a classroom collection of different types of root systems.<br>Have them feed and water two like plants differently and keep a record of their growth. Have them do a similar experiment using different amounts of light. | a piece of glass or plastic for the cover.<br>Plants – wild or house plants<br>Animals & Insects<br>Toads, slugs, snails, caterpillars, grasshoppers, praying mantis, sow-bugs, beetles, etc. |
| | | Use **Natural Science Slide and Guide Slidesets** available from the complex.<br>"Plant Parts"<br>"What is a Plant Family?" | **Slide and Guide**<br>**Slidesets**<br>**Natural Science Series**<br>(Page C-36) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | "Plants That Do Not Flower"<br>"Plant Adaptations"<br>"Fruits and Seeds"<br>"Common Garden and Wild Flowers"<br>"Insects and Other Arthropods"<br>"Common Insects and Spiders"<br>"Common Butterflies and Moths" | **Ecology Series**<br>(Page C-36) |
| | | Show filmstrips and discuss with the class: **Fundamentals of Science Series, Sets I, II, III, IV, V.** | Filmstrips:<br>**Fundamentals of Science Series, Sets I, II, III, IV, V**<br>(Page C-9) |
| | | **Community Series: Agriculture and Industry** | **Community Series: Agriculture and Industry**<br>(Page C-16) |
| | | **How We Get Our Foods Series**<br>**The Foods We Eat Series** | **The Foods We Eat Series**<br>(Page C-25)<br>**How We Get Our Foods Series**<br>(Page C-24) |
| | | Take the students to visit a local greenhouse as a field experience or ask a greenhouse worker to talk to the class about his occupation. | **The American Farmer and Our Food Supply Series**<br>(Page C-5) |
| | | Have students construct a classroom greenhouse. (See Appendix A, Pages 8, & 9) | For greenhouse:<br>Wooden fruit or vegetable crate |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | | Metal coat hangers,<br>Plastic pots,<br>Peat pots, Cleaners' plastic bags or other large plastic bags<br>Plastic bleach container<br>Broom handle or other wooden rod<br>Nails<br>Straw<br>Sandpaper and Clothespins |
| | | Have students study the different parts of a plant through a microscope and then make a chart of the duties or use of each part. | Plant specimen<br>Microscope |
| Unit III<br>"The Earth"<br>(Pages 84 – 131) | Anthropologist<br>Archaeologist<br>Geologists<br>Geophysicists | Take students on field trips to unusual terrain and museums. | Samples of different soils or rocks |
| | | Have students make rock collections. | |
| **Concepts in Science**<br>(Pages 3 – 89) | | Have students examine different layers of soil at a soil erosion plot. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 127) | | Have students examine different soils under a magnifying glass or microscope. | |
| | | Show students how to test the hardness of rocks. | |
| | | Have students make samples of fossiles in clay. | Clay<br>Shells<br>Toy animals, etc. |
| | | Have students use different articles to press tracks or imprints in pieces of damp clay. | |
| | | Tell students to let clay dry and observe. | |
| | Anthropologist<br>Physicist<br>Archaeologist<br>Paleontologist<br>Geologist<br>Geophysicists<br>Meteorologist<br>Oceanographer<br>Atomic Energy Technician<br>Aerospace Engineer | Have students watch current newspapers and periodicals for accounts of current earthquakes or volcanic eruptions. Have them bring these to class and mount on the the bulletin board. | Newspapers<br>Periodicals |
| | | Have students make a collection of different types of rock that can be found in the area and study these. | Collection of rock specimen<br>Slides |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Show slides picturing different kinds of rocks and have students identify as many of the rocks collected as possible. | **Earth Science Series**<br>**Slide and Guide**<br>**Slidesets**<br>(Page C-37) |
| Unit IV<br>"The Universe"<br>(Pages 32 – 183)<br>"Space"<br>(Pages 136 – 145)<br>**Concepts in Science**<br>H. B. & J.<br>(Pages 81 – 143)<br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 128) | Meteorologist<br>Aerospace Engineer<br>Atomic Energy Technicians | Use posters in "Exploring Space" in the classroom.<br>Invite a physics or a biology teacher as a resource person to explain their occupation and to show how the information being studied by the students relates to their occupations. | Picture Sets:<br>"Exploring Space"<br>(Page C-35)<br>Filmstrips:<br>**Basic Intermediate Science Series**<br>(Page C-29)<br>**Wonders of the Sky Series**<br>(Page C-10)<br>**Astronomy in the Space Age Series**<br>(Page C-10) |
| "Problems of Space Travel"<br>(Pages 146 – 164) | Astronauts<br>Aerospace Engineers<br>Aeronautical Draftsman<br>Rocket Specialist<br>Physicist<br>Astronautic Engineer | Have the students find out as much as they can about space.<br>Have them answer such questions as:<br>What is space?<br>Where does it begin?<br>How far does it extend? | Dictionary<br>Library books<br>Encyclopedia<br>Textbook |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Explorations in Space" | Flight Engineer<br>Electrician<br>Electrical Engineer<br>Electronic Technician<br>Photographer<br>Mathematician | Show filmstrip, **The Space Age Series.** Also use Picture-Story Study Prints on "Exploring Space!"<br>Have students watch newspapers for up-to-date news on space exploration. | Filmstrip:<br>**The Space Age Series** (Page C-10)<br>Picture-Story Study Prints:<br>**Exploring Space Series** (Page C-35)<br>**Understanding Astronomy Series** (Page C-10) |
| | Engineering Technicians<br>Elevator Operator<br>Nuclear Energy Careers<br>Radio and T.V. Technician<br>Radiographer<br>Radiation Monitor<br>Rocket Technician<br>Astrophysicist | Let the students make reports on subjects related to space exploration i.e. Rockets, Manned Space Vehicles, Unmanned Space Vehicles, Jet Propulsion, Ground Support Facilities, Apollo Moon Flights, International Cooperation in space, and Valuable By-Products of Space Research. | |
| | | Demonstrate how a jet of air can propel an object by inserting a plastic tube or straw into the mouth of a balloon. Inflate and toss into the air and watch action of balloon.<br>(See Appendix A, Page 24) | Balloons<br>Plastic tube about 1 inch long<br>A piece of plastic drinking straw may be used |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Free 16mm films may be ordered from:<br>J. E. Turbeville<br>State Public Relations Manager<br>P. O. Box 811<br>South Central Bell Telephone Company<br>Jackson, Mississippi 39205 | 16mm Projector |
| | | "A Missile Named Mac"<br>"Project: Telstar"<br>"Telstar" | |
| | | National Aeronautics and Space Administration<br>Marshall Space Flight Center<br>Huntsville, Alabama 35812 | |
| | | "America in Space: The First Decade"<br>"It's you Against the Problem (HQ146)"<br>"Universe on a Scratch Pad (HQ164)" | |
| | | Have students do an experiment showing how Earth satellites stay up.<br>(See Appendix A, Page 25.) | Pingpong ball<br>Scotch tape &<br>Rubber bands |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Unit V<br>"Matter & Energy"<br>(Pages 184 – 225) | | Have students watch current newspapers and magazines for earthquakes or volcanic erruptions. Have them bring these to class as reports or as bulletin board items. | Current newspapers and periodicals |
| **Concepts in Science**<br>H. B. & J.<br>(Pages 271 – 304) | | | |
| Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Page 129) | Archaeologist<br>Paleontologist<br>Geologists<br>Geophysicists<br>Meteorologists<br>Oceanographers<br>Atomic Energy Technicians<br>Aerospace Engineers | Have students make a classification chart of nonliving things placing things in two columns, titled matter and energy.<br>Have students do experiments to change matter from one form to another. Example: Solids to liquids to gases.<br>Show filmstrip, **Introduction to Matter and Energy Series.** | Ice, water<br>Filmstrip: **Introduction to Matter and Energy Series** (Page C-29) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Electricity"<br>(Pages 188 – 203) | Electrician<br>Electronic Technician<br>Radiotrician<br>Instrumentation Technician<br>Design Specialist<br>Installation Technician<br>Electronics Engineer<br>Electrical Appliance Serviceman<br>Construction Electrician<br>Electric Power Plant Occupations<br>  Boiler Operators<br>  Turbine Operators<br>  Auxiliary Equipment Operators<br>  Switchboard Operators<br>  Watch Engineers<br>Electrical Transmission Occupations<br>  Load Dispatchers<br>  Sub-Station Operators<br>  Linemen<br>  Cable Splicer | Have students make static electricity or frictional electricity by pulling a comb through their hair and then placing the comb just above a small bit of paper. (See Appendix A, Page 35)<br>Have students blow up and tie several balloons. Rub each balloon briskly on woolen clothing or wool cloth then place each one on the underside of a table. Have them observe how they cling there for quite a long time.<br>For other experiments with frictional electricity, see Appendix A, Page 35.<br>Show filmstrip on electricity and electrical workers.<br>Ask an Electrician to explain his occupation to the class. | Comb<br>Paper<br>Filmstrips:<br>**Mysteries of Science Series**<br>(Page C-10)<br>**The Wonderland of Science Series**<br>(Page C-11)<br>**Basic Intermediate Science Series**<br>**Introduction to Matter and Energy Series**<br>(Page C-29) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Servicemen<br>Electrometallurgist<br>Electrophysicist<br>Electroencephalograph Operator<br>Electrocardiograph Operator<br>Electric Meter Reader | | **Understanding Electricity Series**<br>**Electricity at Work Series**<br>(Page C-28)<br>**The Utility Workers Series**<br>(Page C-16)<br>**Classroom Journeys Series**<br>(Page C-20)<br>**Community Series: Systems in Our Cities**<br>(Page C-16)<br>**Occupational Cluster Thumbnails, Utilities Series**<br>"The Electrical Workers"<br>(Page C-20) |
| "Light"<br>(Pages 203 – 213) | Photographer<br>T.V. and Movie Camera Operators<br>Broadcast Technicians<br>Neon Sign Engineers<br>Scene Designers<br>Lighting Technician | Discuss with students the source of our light.<br>Let students do research on the kinds of lights or lighting used today. | |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Astronomers<br>Observatory Operators<br>Architects<br>Decorators<br>Light Bulb Factory Workers<br>All the Careers in Art<br>Advertising Workers<br>Microbiologists<br>Photographic Manufacturing Workers | Examples:<br>candle<br>oil lamps<br>gas lighting<br>electric light<br>neon lights<br>mercury-vapor lamps<br>fluorescent lamps | |
| | | Have students let the sun shine through a prism and discuss the breakdown of the rays.<br>(See Appendix A, Page 26) | Prism |
| | | Let students do an experiment with a red light.<br>(See Appendix A, Page 27) | |
| | | Other experiments suitable are these:<br>"What is the difference between source light and reflected light?"<br>(See Appendix A, Page 29)<br>"What causes a Shadow?"<br>(See Appendix A, Page 30) | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Have the students list all the people they know who work with any type of lighting. Also have them list occupations that depend upon a definite amount of light.<br>Some suggestions are:<br>Poultry growers<br>Nurserymen<br>Photographer<br>Have one of these people come and talk to the class. | |
| | | Show filmstrips:<br>**Mysteries of Science Series**<br>"Mystery of Light"<br>**Science in Everyday Life Series**<br>"Light in Our Daily Life"<br>**Basic Intermediate Science Series**<br>"Finding out About Light"<br>**Introduction To Matter and Energy Series**<br>"Introduction To Light" | Filmstrips:<br>**Mysteries of Science Series**<br>(Page C-10)<br>**Science in Everyday Life Series**<br>(Page C-11)<br>**Sound and Light Series**<br>(Page C-28)<br>**Basic Intermediate Science Series**<br>**Introduction To Matter and Energy Series**<br>(Page C-29) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Sound"<br>(Pages 214 – 223) | All kinds of Musical Careers<br>Radio and T V Announcers<br>Radio and T V Technicians<br>Actor<br>Actress<br>Music Teachers<br>Dancers<br>Broadcast Technicians<br>Telephone Workers<br>Speech and Hearing Therapists<br>Translators and Interpreters | Have students list as many musical instruments as possible. | |
| | | Have students list the persons they know personally who make a living in the field of music. | |
| | | Have students do experiments with rubber bands. Have them stretch large rubber bands between two chairs. Have them listen to find that there is no sound.<br>Next, have them pluck the rubber band and listen. Tell them to watch the rubber band vibrate as it makes the sound. | Rubber band |
| | | Show filmstrip on sound and discuss with the class. | Filmstrip:<br>**Sound and Light Series**<br>(Page C-28) |
| | | Do an experiment for students to show what makes sound differ. Follow these directions:<br>Place rubber bands of same thickness but different lengths around the box and pluck each band. | Small wooden box open at the top<br>Rubber bands of different lengths and thickness<br>String<br>Wire |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Using only one band, place around box and pluck. Tighten band and pluck again.<br>Place bands of same lengths but different thickness around box and pluck each band.<br>Place string, wire, and a band around the box and pluck each one. Record the results. These should be evident.<br>1. Short bands will have a higher pitch than long bands.<br>2. Tight bands will have a higher pitch than loose bands.<br>3. Thin bands will have a higher pitch than thick bands.<br>4. Light material will have a higher pitch than heavy material. | |
| | | Sound produced by friction can be demonstrated by a simple experiment. Conduct this experiment for the class by following these simple directions.<br>Use an empty tin can with the bottom intact. Punch a small hole with an ice pick through the center of the bottom of the can. Take a piece of string two or three feet long and run it through the hole in the can. | Tin can<br>Piece of string<br>Ice pick<br>Button<br>Rosin |

# CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Place a button on the end of a string and tie a knot to keep the string from pulling through the hole. Put rosin on the string. Hold the can in one hand and hold the string tightly between the fingers of the other hand. Pull the hands apart, letting the string slip through the fingers. As the string jerks through the hand, sound is produced in the can because the string causes the bottom of the can to vibrate by varying tensions of the string on the bottom of the can. | |
| Unit VI<br>**Science 5**<br>"The Human Body"<br>(Pages 227 – 266) | Audiologist<br>Biochemist<br>Biologist<br>Biologist Assistant<br>Biophysicist<br>Chiropractor<br>Clinical Pathologist<br>Dental Assistant<br>Dental Hygienist<br>Dental Laboratory Technician<br>Dentist<br>Dietitian | Ask as many resource people as possible to come and talk to the class about their careers. | Use parents of students where possible. |
| | | Show filmstrips about different parts of the body. | Filmstrips:<br>**Your Body and How To Take Care of It Series** (Page C-8)<br>**Learning About Your Body Series** (Page C-22) |
| **Health 5**<br>(Pages 90 – 105) | | Have students make drawings of the different parts of the body studied. | |
| | | Do an experiment for the class to show why the pupils of our eyes change size. | |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 5
Subject Area: Science
Adopted Text: SCIENCE 5

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Page 130)<br>"The Eyes" (Pages 230 – 246)<br>"The Ears" (Pages 247 – 266) | Food and Drug Inspector<br>Geneticist<br>Hearing Clinician<br>Histology Technician<br>Optometrist<br>Physical Therapist<br>Physician<br>Podiatrist | Have the students check the size of their neighbor's pupil while the room is well lighted. Have them draw the eye the size they see it. When finished, darken the room for ten minutes and while darkened, have them observe the size of the same pupil again and draw it as it now looks. Have them compare their drawings. Have them report the results to a classmate. | **The Human Body Series** (Page C-22) |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Science
Adopted Text: SCIENCE 6, Laidlaw Science Series, Laidlaw Brothers

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Unit I<br>"What is Science?"<br>(Pages 6 – 21) | General divisions:<br>Chemists<br>Biologists<br>Physicists<br>Technologists | Show filmstrip, **People Who Work in Science Series.** | Filmstrip:<br>**People Who Work in Science Series**<br>(Page C-18) |
| | | Discuss with the class the kinds of work done by scientists in general. | |
| | | Discuss with the class the term research and the kinds of research. | Books and articles to be used for science. |
| | | Have students collect all the materials available that are to be used in research. | |
| Unit II<br>"Living Things"<br>(Pages 22 – 77) | Biologists<br>Biological Research Aide<br>Medical Technician<br>Lab Technician<br>Doctor<br>Nurse | Let students study several types of cells under a microscope. | Samples of plant and animal cells or slides of these for the microscope |
| | | Have students draw illustrations of different types of cells and cell division. | |
| | | Invite a medical technician or a Lab technician to explain his occupation. | Encyclopedia |
| | Agronomist<br>Horticulturist<br>Floriculturist | Allow students to make a field trip to a garden and make a list of all living things found there and distinguish between animal | Any garden near the school |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
Subject Area: Science
Adopted Text: SCIENCE 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Nurseryman<br>Truck Gardener | and plant life.<br>Have students make class terrariums and observe plant life. Have them place a caterpillar in one and observe the stages of development.<br>(See Appendix A, Pages 5, 6, & 7.)<br>Show filmstrips on "Living Things." | Use any resource person available to discuss these occupations.<br>Filmstrips: **Fundamentals of Science Series, Sets IV and V** (Page C-9) |
| | Biologists<br>Biological Researcher<br>Wildlife Specialist<br>Range Management Specialist | Have students make a poster illustrating the different types of animals found in a well balanced community of living things. (Plant-eating, predators, parasites, scavengers) | Poster board drawing materials<br>Pictures |
| "Flowering Plants" (Pages 54 – 72) | Botanist<br>Horticulturist<br>Floriculturist<br>Nurseryman<br>Truck Gardener<br>Farmer | Divide the class into four groups and let them plan and make four different types of terrariums – woodland, marsh, desert, hill, or pond.<br>(See Appendix A, Pages 5, 6, & 7)<br>Have students collect different types of flowering plants and have them study the parts under a microscope if possible. | Glass containers of different types<br>Soils, plants and animals<br>Plastic for cover<br>Charcoal<br>Plant collections |

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|---|---|---|---|
| | Hybridizer | Have students collect pollen from various flowers and examine carefully. | Student collections |
| | Agronomist<br>Gardener<br>Farmer | Do an experiment for the class showing how plants use soil. Take two equal sized jars and place soil the same depth in each jar (½ full). Put sand in one and clay in the other. Pour equal amounts of water into each container.<br>Have the class observe the immediate results and then observe one week later.<br>Soil must hold water for plants to grow. | Two equal size jars<br>Sand<br>Clay<br>Water |
| | | Ask a Nurseryman or a farmer to perform some simple plant and/or soil demonstration, and to tell about his occupation. | |
| | Agronomist<br>Gardener<br>Nurseryman<br>Truck Farmer<br>Gardener | Conduct the following experiment for the class to test seeds for germination.<br>Dampen flannel with water and place one hundred radish seeds over the flannel. Roll the flannel in a loose roll and place one end of the roll in a pan of water. Place the thermometer and rolled flannel in a pan of water in an open window for ten days, add water in the pan as needed. | One square yard of cotton flannel<br>One hundred radish seeds<br>Pan of water<br>Thermometer |

## CAREER EDUCATION – ELEMENTARY LEVEL

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|---|---|---|---|
| | | Record the temperature daily. After ten days, unroll the flannel and count the seeds that sprouted. The ratio between the number of seeds germinated and those that failed to sprout is seen. | |
| **Concepts in Science 6**; Harcourt, Brace, and World, Inc. (Page 45) | | Do the following experiment for the class to show how roots seek water.<br>Close drainage hole in the pot tightly with adhesive tape. Place the pot in one corner of a plant box and fill the box with earth. | Medium size, flat plant box; small clay flower pot, adhesive tape<br>Soil<br>Beans |
| | | Plant a number of seeds close to the flowerpot and then plant other seeds in various places in the planter being sure to work seeds down into the soil. | |
| | | Fill the flowerpot with water. Do not put any water directly on the soil. The only source of water the plants have is that which comes from the porous flowerpot. | |
| | | Have the class observe plants as they grow. | |

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|---|---|---|---|
| | | Conduct the following experiment for the class to show how plants carry water.<br>Place water in at least three different containers. Color water with different colored ink or food coloring. Let the carrot, celery, or flower stand in the solution for one hour.<br>Remove and make a cross cut to show the colored streak.<br>Leave overnight and let the class observe the results. | Carrots, celery or flowers<br>Calla lilies, daffodils, etc.<br>Colored ink or food coloring<br>Tall glasses, or bottles<br>Knife<br>Eye dropper<br>Water |
| Unit III<br>"The Oceans of the Earth"<br>(Pages 78 – 133) | Ship Pilots<br>Navigators<br>Oceanographer<br>Biological<br>Physical<br>Geological<br>Chemical<br>Marine<br>Oceanographic Engineers<br>Oceanography Technologist<br>Geologist<br>Geographer | Ask students to make a written or oral report using one of the following subjects:<br>Artic Ocean<br>Atlantic Ocean<br>Pacific Ocean<br>Algae<br>Coral<br>Crustacean<br>Diving, Deep Sea<br>Diatom<br>Fishing Industry<br>Gulf Stream | Encyclopedias and books:<br>Buck, Margaret W., **Along the Seashore**<br>Carson, Rachael, **The Sea Around Us**<br>Epstein, **First Book of Oceans** |

## CAREER EDUCATION – ELEMENTARY LEVEL

Grade: 6
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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "The Oceans of Water"<br>(Pages 82 – 94) | Geophysicist<br>Mineralogist<br>Chemist<br>Physicist<br>Seismologist | Seaweed<br>Skin Diving<br>Tide<br>Oceanography<br>Ocean Currents<br>Ocean Waves and Tides | Icenhower,<br>**First Book of Submarines**<br>Bendick,<br>**First Book of Ships** |
| | | Ask a Navigator (retired from the Army, Navy, etc.) to act as a resource person, and to explain the duties of a navigator. | Buehr, Walter<br>**Harbors and Cargoes**<br>Lone,<br>**All About The Sea** |
| | Frogmen<br>Divers<br>Boatswain's Mate<br>Quartermaster<br>Signalman<br>Sonor Technician<br>Torpedoman<br>Mineman<br>Missile Technician | Use the following experiment to demonstrate for the class some of the causes of waves.<br>Fill a large flat container with water. Blow across the water from one end and let the class watch the water.<br>Blow from both ends at the same time and have the students observe.<br>Drop a pebble into the water and let the the class observe the ripple. | Large container of water<br>Rocks |
| | | Use a chart on the Hydrologic Cycle and discuss it in class.<br>(See Appendix A, Pages 15 & 16) | Hydrologic chart |

# CAREER EDUCATION – ELEMENTARY LEVEL

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Adopted Text: SCIENCE 6

| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | | Show filmstrips about oceans and discuss them with the class. | Filmstrips:<br>**Transportation: An Ocean Port Series**<br>(Page C-16)<br>**Understanding Oceanography Series**<br>(Page C-28) |
| "The Ocean of Air"<br>(Pages 95 – 113) | Meteorologist<br>Aviation (Aaronautical)<br>Astronomy<br>Climatology | Demonstrate for students what makes the wind blow.<br>(See Appendix A, Page 21) | |
| "The Oceans and the Weather"<br>(Pages 113 – 133) | | Demonstrate for the class why an object follows a current of air, and how a balloon stays in a current of air.<br>(See Appendix A, Pages 22 & 23) | |
| **Concepts in Science**<br>Harcourt, Brace, and World, Inc.<br>(Pages 415 – 421) | Synoptic Meteorologist<br>(Long-range Weather Prediction)<br>Dynamic Meteorologist<br>(Air Movements)<br>Physical Meteorologist<br>(Chemical and Physical Properties of Atmosphere)<br>Climatologists<br>(Summarize past weather records) | To receive a class packet for the study of weather, write to:<br>U. S. Department of Commerce<br>Environmental Science<br>Services Administration<br>Environmental Data Service<br>Chief Publication Section (AD 143)<br>Rockville, Maryland 20852 | |

## CAREER EDUCATION – ELEMENTARY LEVEL

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Curriculum Guide for Jones County Schools Grades 4 – 6 (Pages 134, 135) | Instrumentation Meteorologists (Develops Instruments)<br>Research Meteorologists | Demonstrate for the class what makes a jet plane fly. (See Appendix A, Page 24.)<br>Show filmstrips and discuss with the class the work of weathermen.<br>Show slides, "Climate and Clouds," and and discuss kinds of clouds with the class.<br>Have students study drawings of a typical weather station. (See Appendix A, Pages 17 & 18.)<br>Have students construct weather instruments as they are illustrated in the appendix. (See Appendix A, Page 20.)<br>Have students keep a daily weather chart. (See Appendix, Page 20.) | Filmstrips:<br>**Fundamental Elements of Weather Series** (Page C-10)<br>**Understanding Weather and Climate Series** (Page C-29)<br>**Basic Weather Series** (Page C-28)<br>Slides:<br>**Climate and Clouds Series** (Page C-36) |

## CAREER EDUCATION – ELEMENTARY LEVEL

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Unit IV<br>"Probing the Universe"<br>(Pages 134 – 171)<br><br>**Concepts in Science 6,** Harcourt, Brace, and World, Inc.<br>(Pages 218 – 225, 268 – 282) | Astronomers<br>Airplane Pilot<br>Astronaut<br>Aerospace Engineer<br>Physical Scientist<br>Cartographer<br>Geophysicists<br>Physiologist<br>Radio and T.V. Technician<br>Physicist<br>Photographer<br>Flight Engineer | Show filmstrip to the class about the universe and discuss during the showing. Discuss the satellites and their work. (See Appendix A, Page 25.)<br><br>Have students search current newspapers and periodicals for news about probing our universe.<br><br>Have students write the following for a list of available free materials:<br>NASA George C. Marshall<br>Space Flight Center<br>Public Affairs Office<br>Huntsville, Alabama 35812<br><br>The following 16mm films are available. Show these to the class.<br>"First Steps to the Stars"<br>McDonnell Douglas Corporation<br>Film Library—Dept. 92<br>Room 167, Building 2<br>P. O. Box 516<br>St. Louis, Missouri 63166 | Filmstrips:<br>**Fundamentals of Science Series, Sets IV, V**<br>(Page C-9)<br>**Wonders of the Sky Series**<br>**The Space Age Series**<br>**Astronomy in the Space Age Series**<br>(Page C-10)<br>Picture-Story Study Prints<br>**Exploring Space Series**<br>(Page C-35) |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
|  |  | "Universe on a Scratch Pad"<br>National Aeronautics and Space Administration<br>Marshall Space Flight Center<br>Huntsville, Alabama 35812<br><br>The following brochures and pamphlets are also available for use in the classroom.<br>"Space Primer"<br>Aerospace Corporation<br>Office of Information<br>P. O. Box 95085<br>Los Angeles, California 90045<br><br>"Model Aircraft Laboratory"<br>Civil Air Patrol – U.S.A.F.<br>Attn: CPAP<br>National Headquarters<br>Maxwell AFB, Alabama 36112<br><br>"Educator's Packet on Model Rocketry"<br>Estes Industries, Inc.<br>Education Dept.<br>Department 116<br>P. O. Box 227<br>Penrose, Colorado 81240 |  |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| Unit V<br>"Matter and Energy"<br>(Pages 173 – 227)<br>"Properties of Matter"<br>(Pages 176 – 191)<br>**Concepts in Science**<br>(Pages 321 – 323)<br>Curriculum Guide for Jones County Schools<br>Grades 4 – 6<br>(Pages 131, 132) | Geologists<br>Economic Geologist<br>Engineering Geologist<br>Groundwater Geologist<br>Paleontologist<br>Chemical Technician<br>Physicists<br>Biophysics<br>Chemical Physics<br>Geophysics<br>Astrophysics<br>Astronomers<br>Geographer<br>Economic Geographer<br>Physical Geographer<br>Regional Geographer<br>Cartographer<br>Petrologist<br>Mineralogist<br>Geochemists<br>Organic Chemist<br>Inorganic Chemist<br>Physical Chemist<br>Analytical Chemist<br>Biochemist | Discuss with students the terms mass, volume, and density.<br>Ask a Physics teacher to act as a resource person.<br>Show filmstrips to the class that are about matter and energy.<br>Discuss with students some occupations where the person works with energy, such as electrician, truck drivers, etc.<br>Ask available resource persons who work in any of these occupations to visit the class and discuss these jobs. | Filmstrips:<br>**Introduction to Matter and Energy Series**<br>(Page C-29)<br>**Elementary Chemistry Series**<br>(Page C-29)<br>**The Wonderland of Science Series**<br>(Page C-11)<br>**The Space Age Series**<br>**Astronomy in the Space Age Series**<br>(Page C-10) |

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| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| "Makeup of Matter" (Pages 192 – 214) | Pharmacists | Do an experiment for the class changing a solid to a liquid and then to a gas. Example: Ice to water to steam<br>Have students make a chart divided into three parts. One part should be divided for solids, one part for liquids, and one part for gases.<br>Have the students list as many of the different types of matter that can be found in the classroom.<br>Ask a chemistry teacher to act as a resource person. | |
| "Electricity"<br>**Concepts in Science 6** Harcourt, Brace, and World, Inc. (Pages 236 – 283) | Electric Appliance Repairman<br>Electric Light and Power Utility Workers<br>Customer Service Workers<br>Meter Readers and Repairmen<br>Electric Meter Installer<br>Electric Meter Testers<br>Electric Organ Repairman<br>Electric Truck Operators | Let the students list as many persons as they know who work with any form of electricity.<br>Show filmstrips that deal with electricity and discuss them with the class. | Filmstrips:<br>**The Wonderland of Science Series** (Page C-11)<br>**Basic Intermediate Science Series**<br>**Introduction to Matter and Energy Series** |

# CAREER EDUCATION – ELEMENTARY LEVEL

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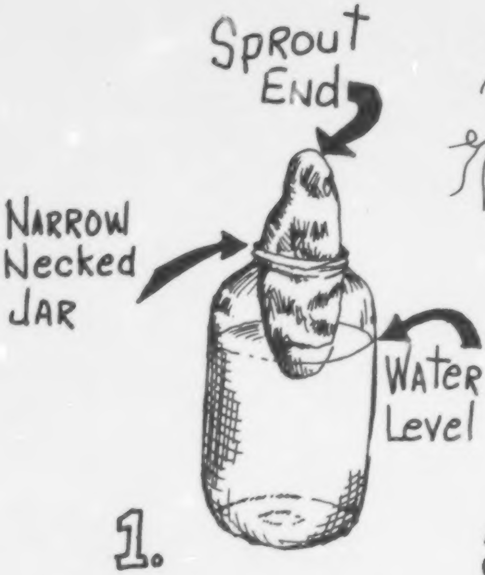
| TOPIC AND TEXT BOOK PAGES | CAREERS | SUGGESTED ACTIVITIES | OTHER RESOURCES AND MATERIALS |
|---|---|---|---|
| | Electrical Accessories Assemblers<br>Electrical Appliance Salesman<br>Electrical Appliance Serviceman<br>Electrical Draftsmen<br>Electrical Engineers<br>Electrical Equipment Workers<br>Air-Conditioning and Refrigeration Mechanics<br>Elevator Constructors<br>Railroad Signal Department Workers<br>Electrical Instrument Workers | Do an experiment for the class that shows how electricity works for us. (See Appendix A, Page 36.)<br>Let the class construct a model telegraph. (See Appendix A, Page 38.)<br>Let the class experiment with things that conduct electricity. (See Appendix A, Page 37.)<br>Ask an electrician to explain his occupation and to explain the relationship between his occupation and the subject matter being studied by the students. | (Page C-29)<br>**Understanding Electricity Series**<br>**Electricity At Work Series**<br>(Page C-28) |
| | Electrical Instrument Repairman<br>Electrical Machinery Manufacturers<br>Electrical Machinery Salesman<br>Electrical Repair Machines<br>Electrical Technicians<br>Electrical Technology Technicians<br>Electricians<br>Construction<br>Maintenance<br>Merchant Marine | Have students construct an electric doorbell if materials are available. (See Appendix A, Page 39.)<br>Do an experiment for the class to illustrate how a fuse works. (See Appendix A, Page 39) | |

# APPENDIXES

# APPENDIX A: SCIENCE APPENDIX

## SOME EASY WAYS TO GROW FOLIAGE INDOORS

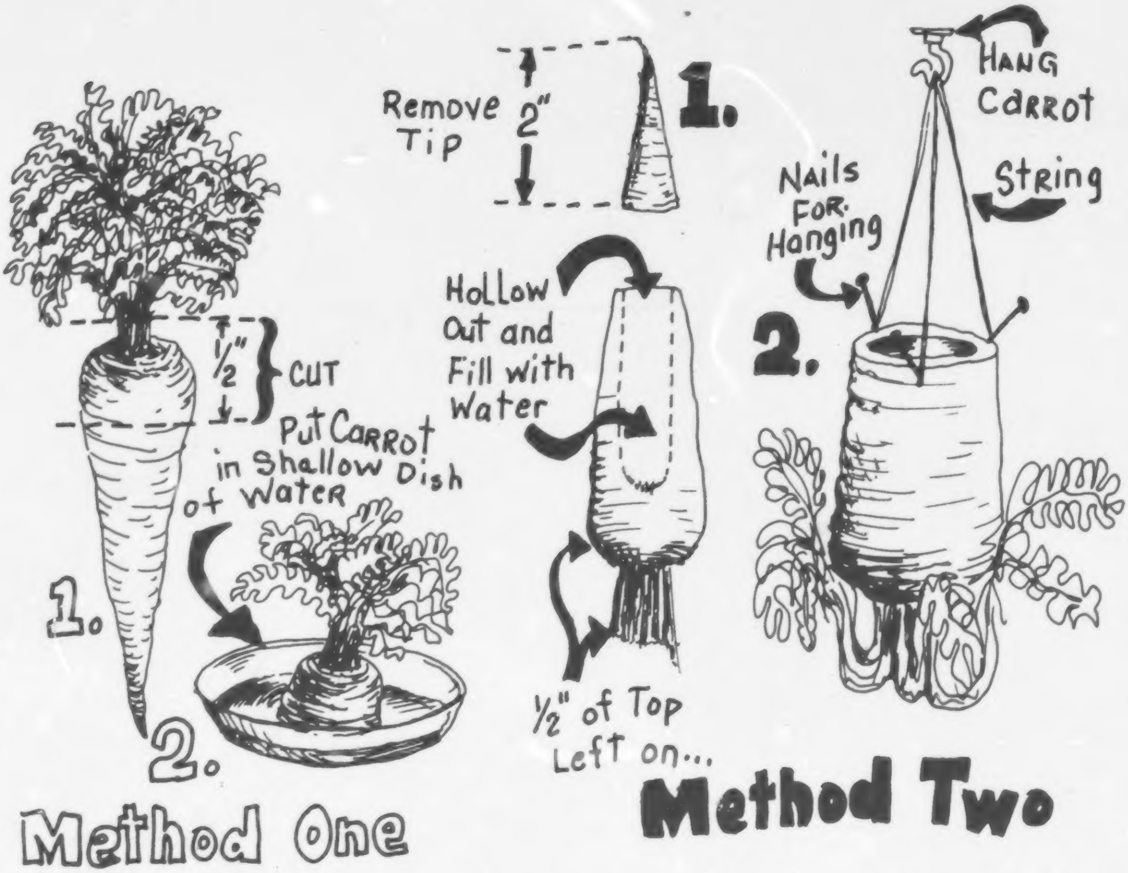
1. A sweet potato can surprise and amaze as it grows into a vine yards long. Select a potato with a little sprout at one end. Yams and pink-skinned sweet potatoes make especially pretty vines. Place the potato in a glass and in a warm room out of the sun during the rooting period. When the vine is a few inches long, place in a sunny window and provide a trellis or string for the vine to climb on. If shoots are pinched back occasionally, the plant will grow huskier. After many months, the leaves will turn yellow; so the plant should be discarded and a new potato started.



1.

2.

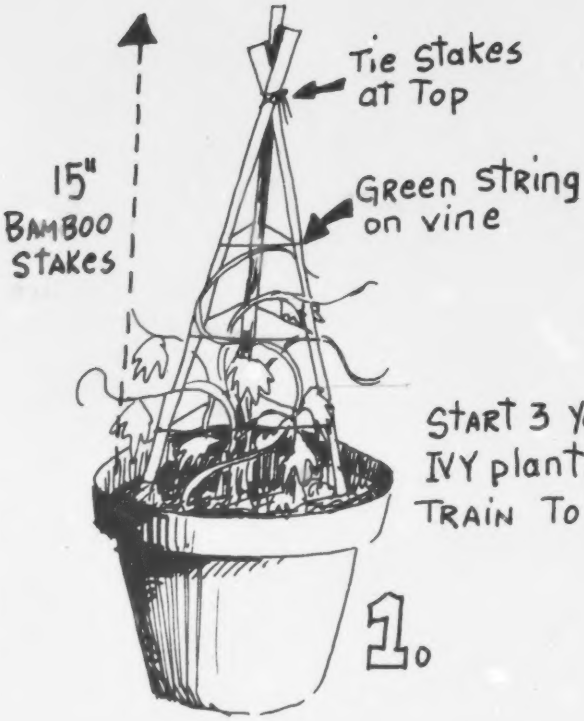
2. A carrot may be used in several different ways. One method is to cut off the top about one-half inch from the root. Cut the bottom part of the root about an inch below where the top joins the root. Place this in a shallow dish of damp sand and place in a sunny window. Keep moist, but not wet, until new leaves appear; then water more generously.
Another way of using a carrot is to make a hanging basket of it. Remove two inches from the tip of the root. Hollow out the remaining root. Place nails near top of hollowed out space. Tie strings to these to hang the root upside down. Fill hollowed out area with water and watch the leaves form at the bottom. Then turn upside down to cover carrot. Keep the carrot filled with water.



Method One

Method Two

# IVY

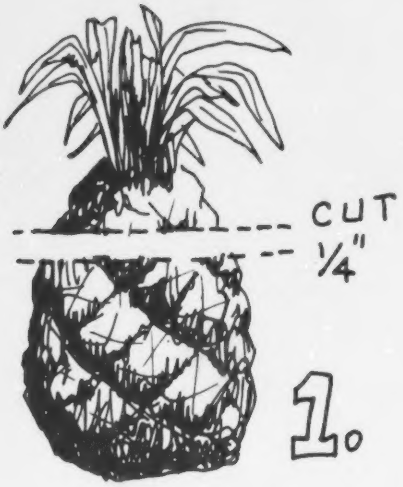


Start 3 young IVY plants AND TRAIN TO FRAME...

Finished Tree covered with IVY.

3. Ivy is such an adaptable vine that it can be trained in almost any shape you wish. A cone-shaped form covered with ivy is not only easy to make, but attractive. Form three bamboo or wire stakes in tepee fashion and wind string or wire about these to make a frame for ivy to grow on. Start with three ivy plants for fast coverage. As the vine grows, train it in a circular pattern over the frame, gradually toward the top. Tie as needed. Grow in sun or well-lighted window. Fertilize monthly and water as needed. Other available vines may be substituted for ivy.

# Pineapple



1.

2.

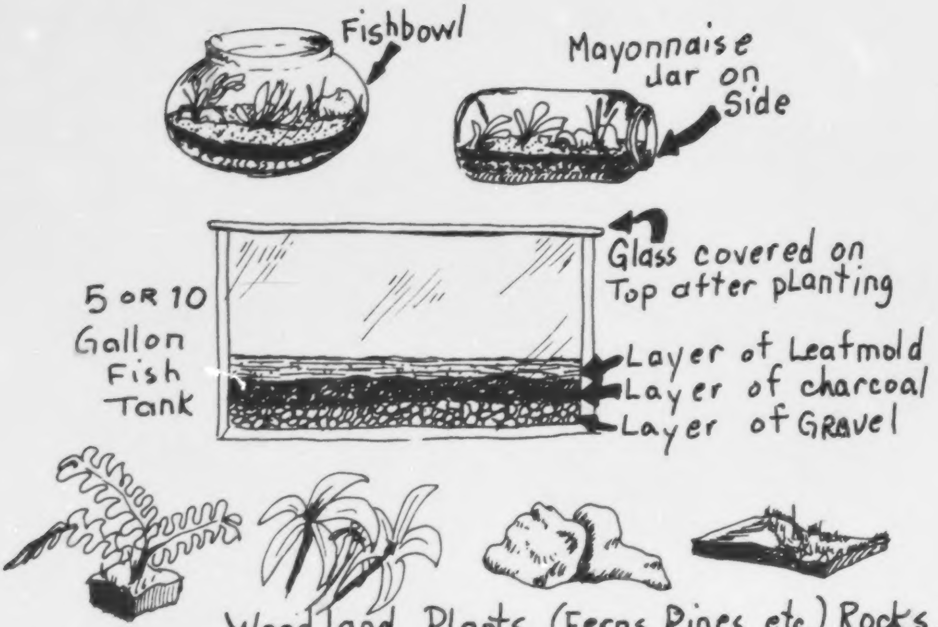
Fill ShALLow Bowl
With SAND OR Soil...
PRess Top FiRMly
into Sand...

3.

When well Rooted...
5 To 8 weeks...
Repot in Soil...

4. The top one-half inch of a pineapple may be used. Expose the cut surface to the air for a few days. Press base into moist sand in a shallow dish. Place in North window until rooted; keep sand moist. When well rooted, a month or two, repot in garden soil and grow in sunny window. You can also grow a pineapple in water. Press the base in a needlepoint flower holder. Then place in a dish with water slightly above the base of the pineapple. Charcoal in water will help prevent decay. Keep in the shade while rooting; then place in the sun and watch leaves develop.

# Terrarium



Woodland Plants, (Ferns, Pines, etc.) Rocks, Moss ARe ALL planted in a Terrarium...

A terrarium may be defined as a glass-enclosed garden which contains only plants or both plants and animals.
Any glass container may be used as the container. Some suggested containers are fish bowls, gallon or smaller mayonnaise containers, brandy snifter, regular purchased terrarium, etc.

## WOODLAND TERRARIUM

Plants: Wild ferns, mosses, lichens, partridge berry, and evergreen plants. Almost any kind of plant native to wooded areas thrive in the terrarium.

Animals: Common newt, snails, toads, wood or tree frog, slugs, beetles, sowbugs, caterpillars, grasshoppers, and praying mantis.

Materials: Gravel, crushed or broken charcoal, sandy leaf mold or soil.

Procedure: Put an inch or two of gravel in the glass container. Next, place your crushed charcoal (barbecue briquettes will do) into the container. This sweetens the soil to insure good plant growth. Then add two or three inches of soil (potting soil or soil from wooded area) over the charcoal. Cover the soil with moss or green-colored gravel. Next, place your plants in carefully without overcrowding. Let the size of the container you use determine the size of your plants. The last step is to cover your terrarium with a glass cover or plastic. This keeps the moisture in your garden and eliminates constant watering.

# SWAMP TERRARIUM

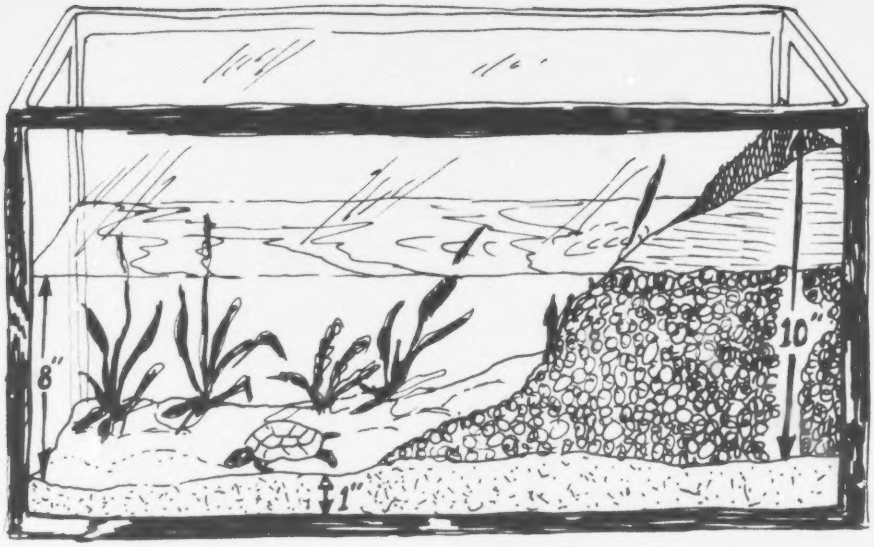
Plants: Water plants, such as eel grass (vallisneria), waterweed (Elodea), arrowhead (Sagitarria), Cahomba or Ludwigia, and perhaps some floating plants, such as Salvinia. Most pet stores carry these. Moss, sphagnum moss or small clumps of marsh grass can be used.

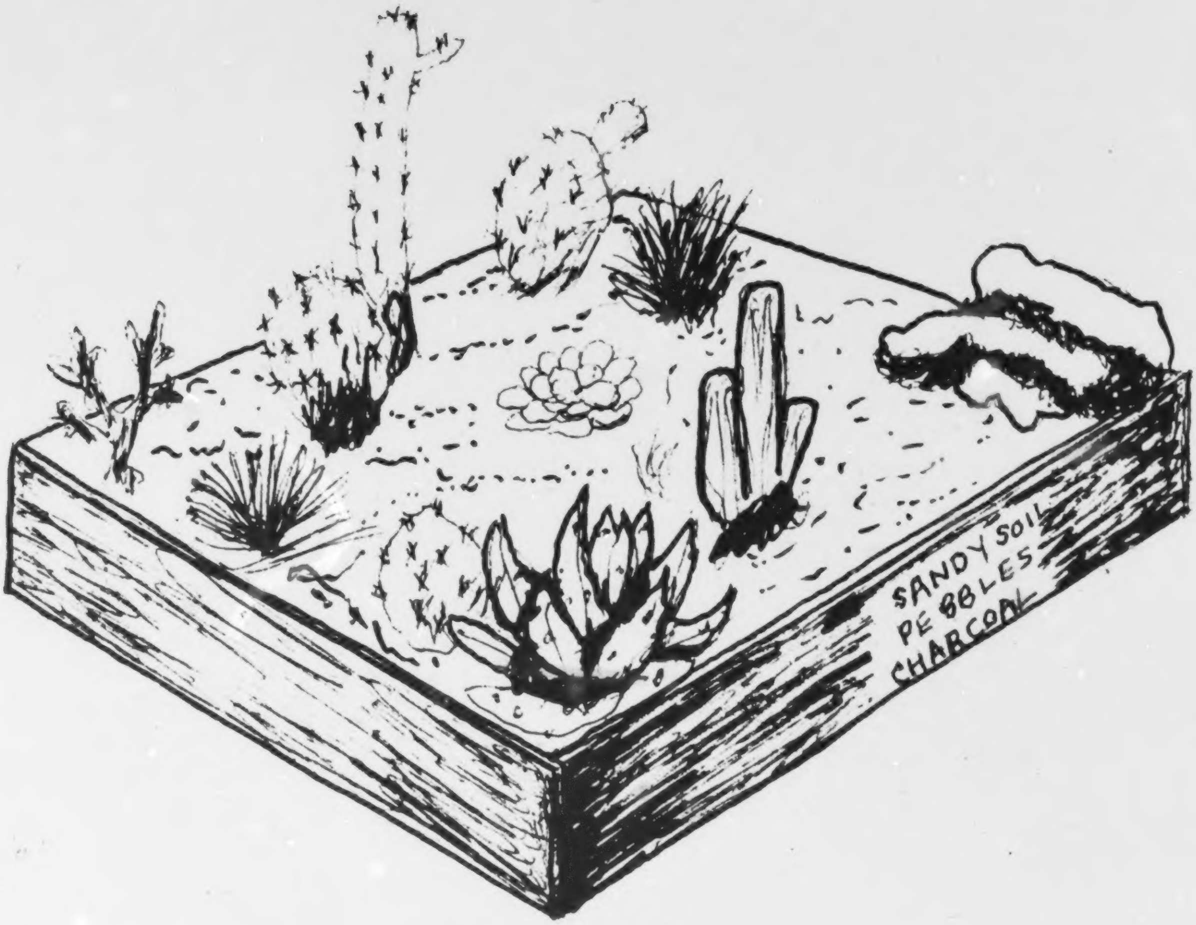
Animals: Water turtles, bullfrogs.

Materials: Gravel or sand, moist earth from a bog, rocks.

Procedure: Place an inch layer of washed sand or gravel on the bottom of the terrarium. Using the rocks and soil, pile them at one end so that they are within two inches from the top. Make the pile slope down into the sand so that the pool of water will be eight inches deep at the other end. Tuck the water plants into the sand and fill the terrarium with water to eight inches deep. (See pictures.) Keep the water at this level. Cover the top with wire screening. The animals used will need special care pertinent to each type animal used.

A Swamp Terrarium





DESERT TYPE TERRARIUM

Plants: Cactus plants of various types.

Animals: Lizards

Materials: Coarse gravel and sand

Procedure: Place coarse gravel on the bottom and then cover with sand. Place small cactus plants of various types in position and cover roots completely. Place a water pan in the cover Water infrequently, every 1 or 2 weeks. If animals are kept inside, keep covered with screen instead of glass.

# A CLASSROOM GREENHOUSE

Materials: Fruit crate, metal coat hangers, plastic pots, cleaners' plastic bags, plastic bleach container, broom handle, nails, straw, sandpaper, and clothespins.

Construction:

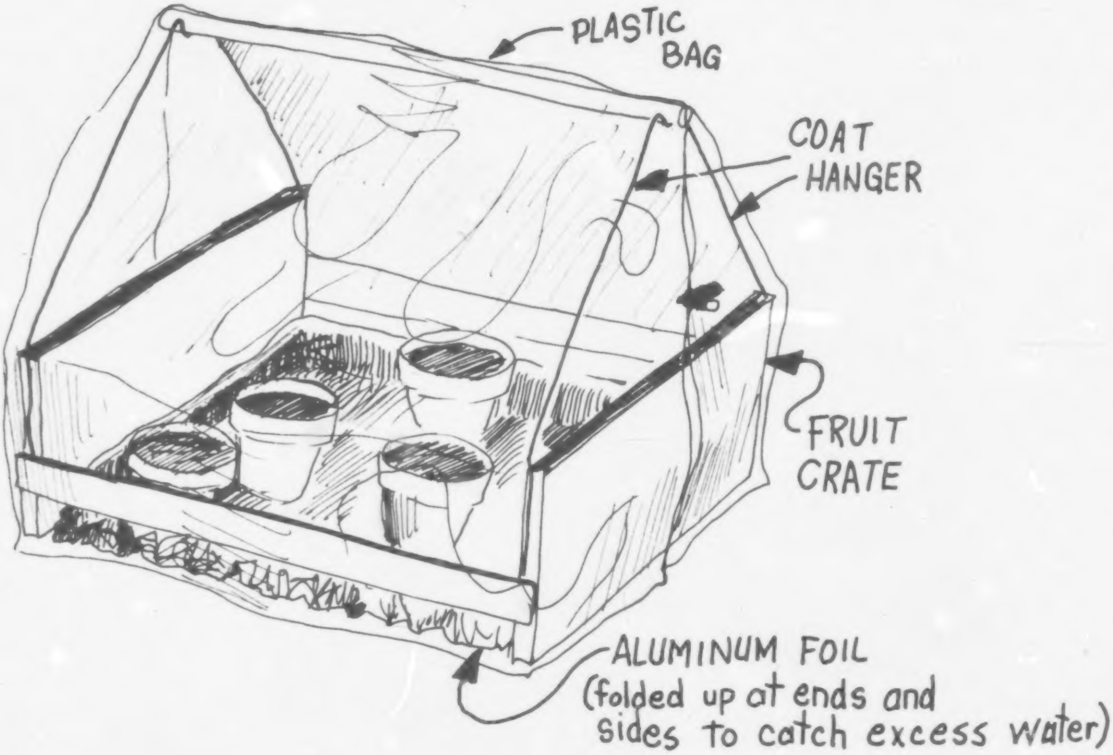
1. Saw the sides and bottom off the fruit crate as close to the end boards as possible. This will prevent splitting the thin boards, and will make it easier to remove the nails.
2. Use two pieces of wood, 7 1/2" x 4 1/2", for the ends of the greenhouse.
3. From the thin boards, cut two side slats 15 x 2 inches, and one or two slats 15 x 7 1/2 inches for the bottom. Smooth the sides with sandpaper, particularly the corners, to prevent tearing the plastic when it is placed on the frame.
4. Now assemble the greenhouse as shown. If you wish to paint it, latex paint is quick drying, easy to handle, and not affected by moisture.

   The miniature greenhouse will accommodate eight disposable plastic pots. Even with plants, it is light enough for a primary student to handle. At this point, appoint one of the students as Horticulturist to be in charge of the plants.

Planting: Make at least four holes in the bottom of each pot with the point of a pencil. Then fill the pots with soil, leaving from 1/8 to 1/4 inch of space at the top. (Do not press the soil into the pot.) The soil settles, and about a 3/8 inch space is left at the top.
In general, three to five seeds evenly spaced in each pot are enough. Cover the seeds lightly with sand, not to exceed two times the diameter of the seeds. Place the pot in a pan of water and allow the soil to absorb water until the moisture shows in the top. Remove and allow to drain for 10 to 15 minutes.
Make a shallow pan of metal foil (double thickness). Cover the bottom of the pan with straw and place it in the greenhouse. Put the seeded pots on the straw and cover the greenhouse with a plastic bag. Since the plastic of the cleaners' bag is so thin, use it doubled. Put the center of the bag over the broom handle and tuck the ends under the bottom of the greenhouse. Close the sides tightly with clothespins or paper clips.
Now place the greenhouse in a warm (60° to 70° F) but shaded location until the seeds begin to break through the soil. As soon as sprouts appear, put the greenhouse in a window where

the seedlings will get full light. Direct sunlight is desirable. Have your horticulturist turn the greenhouse around each morning so that all plants get equal amounts of light and grow straight. If the classroom is not too hot and dry, the plastic cover can be removed or loosened. Watering should not be necessary until about a week after the seeds sprout. If seedlings are very small, the first watering should be done by setting the pots in a pan of water.

As the plants grow and the leaves become larger, you may have to water once every four days. A good rule is to water thoroughly, but infrequently. Never allow water to remain in the foil pan, for this will cause the soil to become oversaturated and root growth will be retarded.


PLASTIC BAG
COAT HANGER
FRUIT CRATE
ALUMINUM FOIL (folded up at ends and sides to catch excess water)

Science and Children, Volume 3, No. 1, September 1965, pp. 14-16.

## TOADS AND LAND FROGS (GRASS FROGS)

Use a woodland terrarium with rocks built at one end so that there are cracks in which a toad can hide. Frogs will like to sit on top and get the sun. Cover the terrarium tightly with wire screening.

Keep the terrarium in a warm part of the room. A cold toad will burrow so that you cannot see him. Toads and frogs which are too cool will not eat. An electric light will help to keep the terrarium warm. Remove the light from time to time, and always at feeding time.

Put a shallow saucer of water in one corner for the toad or frog to drink from. Feed it about three times a week, as much as it will eat. Try live caterpillars, ants, flies, meal-worms, or other insects. Many toads will not accept beef at first. Offer bits of beef on the end of a toothpick. If a toad or frog refuses to eat anything, check to see if the pet is too cool.

Give them fresh water daily. Do not disturb any more than necessary, especially when they are first placed in the new home. Handling toads will not hurt you (people do not get warts from toads), but it will hurt them! Frogs sometimes get diseases. Remove a sick frog at once.

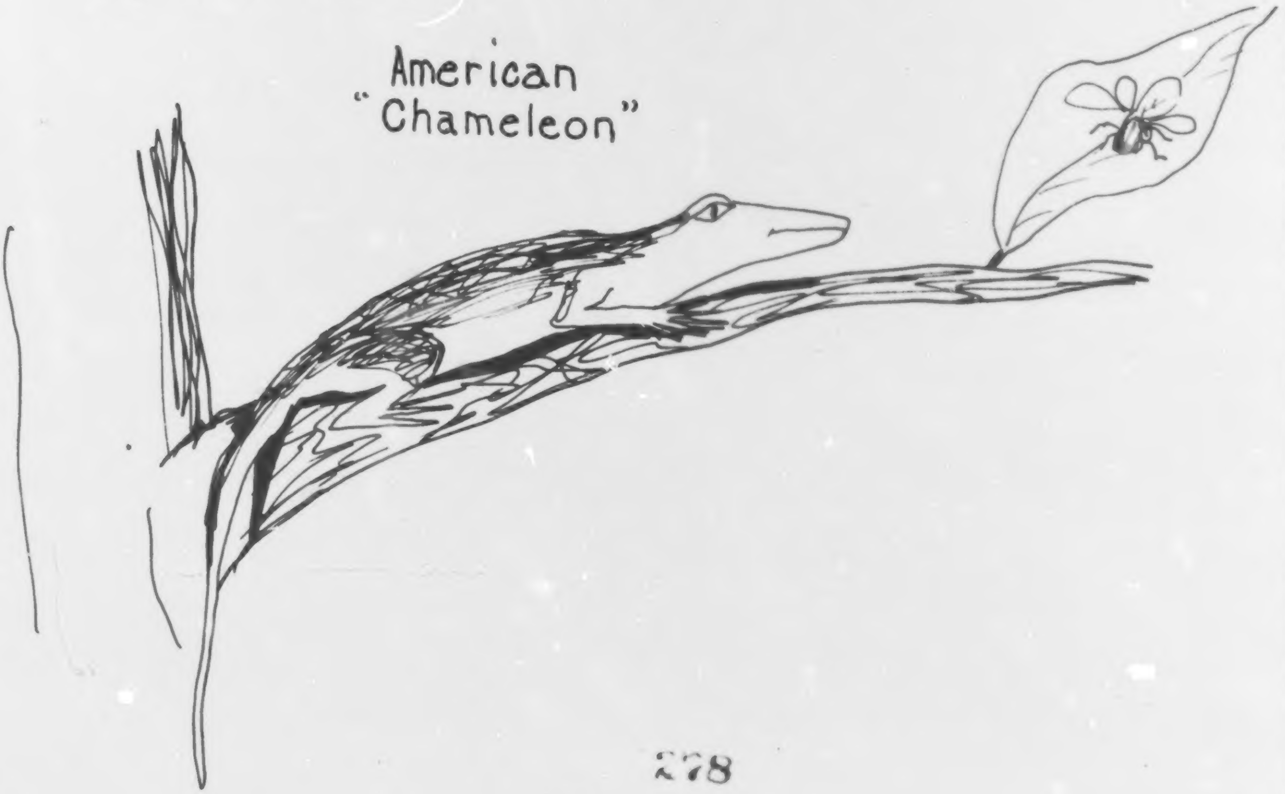
Land frogs can also live in swamp terrariums.

## CHAMELEONS

A woodland terrarium in which there is a dead tree branch with tiny branches, or a tall fern for the chameleon to climb on is best. Cover it with a glass top. Keep the terrarium warm, at least 70°. Keep it away from drafts.

Live flies and other live insects are best. If you cannot supply flies, try mealworms or tiny earthworms. Feed daily or as often as it will accept food. If living food is not available, try tying food, such as bits of beef, loosely to a string and dangling it. See illustration. Chameleons prefer moving food. For water, sprinkle the leaves in the terrarium occasionally. A cnameleon cannot lap water from a dish, but drinks drops from leaves.

Chameleons are famous for their color changes. These are caused by changes in light, temperature and by fear and anger. When a chameleon is cool, he is dull gray. He becomes more green as he gets warmer. Anger and fear make him lighter. In the sunlight, a chameleon becomes dull black, and in the dark his skin lightens to a cream color.



## WATER TURTLES

A swamp terrarium is a very good home for the water turtle. Pile rocks so that there are hiding places. The best room temperature is 75 degrees.

You should offer lettuce and meat daily. Do not depend on prepared turtle food. Use chopped raw beef, liver, fish, mealworms, and canned salmon. Remove any bits of food which are not eaten after thirty minutes.

Clean the terrarium daily to remove waste matter. This will make an unpleasant odor if it collects. Give turtles a warm bath of clear water once in a while. If turtles get too cool, they become sluggish. If your turtle takes a long nap, do not worry. Turtles hibernate. Offer food, but do not force it. To clean the aquarium, use a drinking straw. Place one finger over the top of the straw and dip the straw into the water over the speck of dirt or food you wish to remove. Some of the water will go into the straw and the dirt will go with it. Lift the straw out of the water, still keeping your fingers on the top. Hold the straw over the sink and remove your fingers so that the air can push the water out.

## BULLFROGS

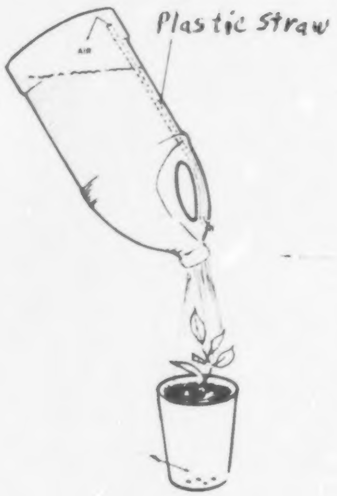
A swamp terrarium, with a wire screen on top is a nice home for a bullfrog. The terrarium should be kept at room temperature.

Earthworms, mealworms, live flies, minnows, and small crawfish are very good food for the bullfrog. Try bits of lean beef or liver tied loosely to a string. Move it slowly in front of the frog. Feed it about three times a week, as much as it will eat.

## LAND TURTLES ( BOX TURTLES )

Preferably, an outdoor pen with a pile of leaves and grass for the turtles to hide in makes a very good home. They may also live in a woodland terrarium. The terrarium should be kept at room temperature.

Food for the turtle consists of apples, snails, earthworms, bananas, caterpillars, grass, raw beef, and food scraps. A shallow dish of drinking water is also necessary. Do not feed a box turtle by hand, for it might bite your finger. Lay the food on the ground.



## HOW TO WATER PLANTS*

A bleach container can be used as a squeeze bottle for water. A plastic drinking straw can be used as a breather to allow the water to flow evenly. With a hot nail, burn a small hole in the top of the handle of the container. Insert the straw into the hole until only 1/8 inch remains out and then seal the joint with rubber cement or waterproof glue to make it watertight.

Punch several small holes in the cap of the bottle so the water will escape in a spray.

* *Science and Children*, Volume 3, No. 1, September, 1965, pp. 14-16.

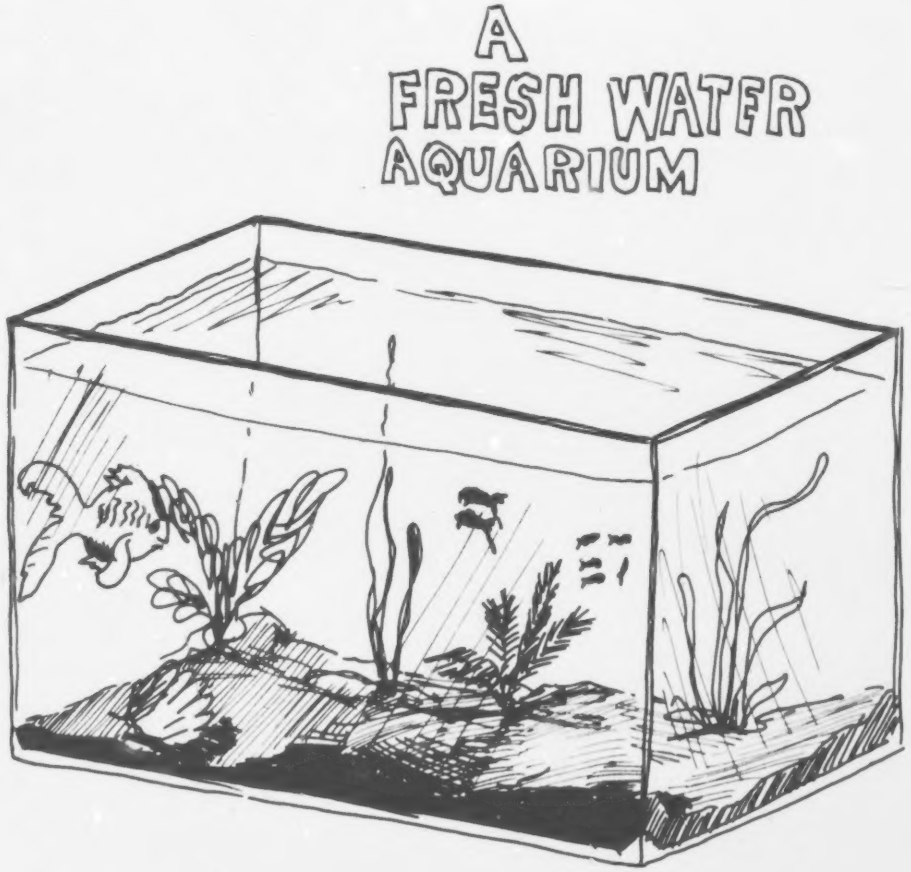
## A FRESH WATER AQUARIUM

An aquarium is an all water home for fish, snails, crayfish, tadpoles and water insects.

You will need a glass tank (rectangular is best), sand, snails, water plants, such as water hyacinth, eel grass (Vallisneria), waterweed (Elodea), and arrowhead (Sagitarria). Pet stores carry most of these.

Clean the aquarium well with salt water, not soap. Wash the sand by placing it in a bowl and letting water run over it until the water runs clear. Put an inch or two of sand in the bottom of the aquarium and tuck the water plants in place. Lay several sheets of newspaper over the plants and gently pour water on them until the aquarium is almost full. Remove the paper, and let the aquarium settle for a day or two before putting pets in it.

One inch of fish to one gallon of water is a good rule of thumb. A well balanced aquarium should have snails in it to keep it clean. Put in five medium sized snails for every six or seven gallons of water. Do not put small snails with fish, as the fish will eat them.



## HYDROLOGIC CYCLE OR WATER CYCLE

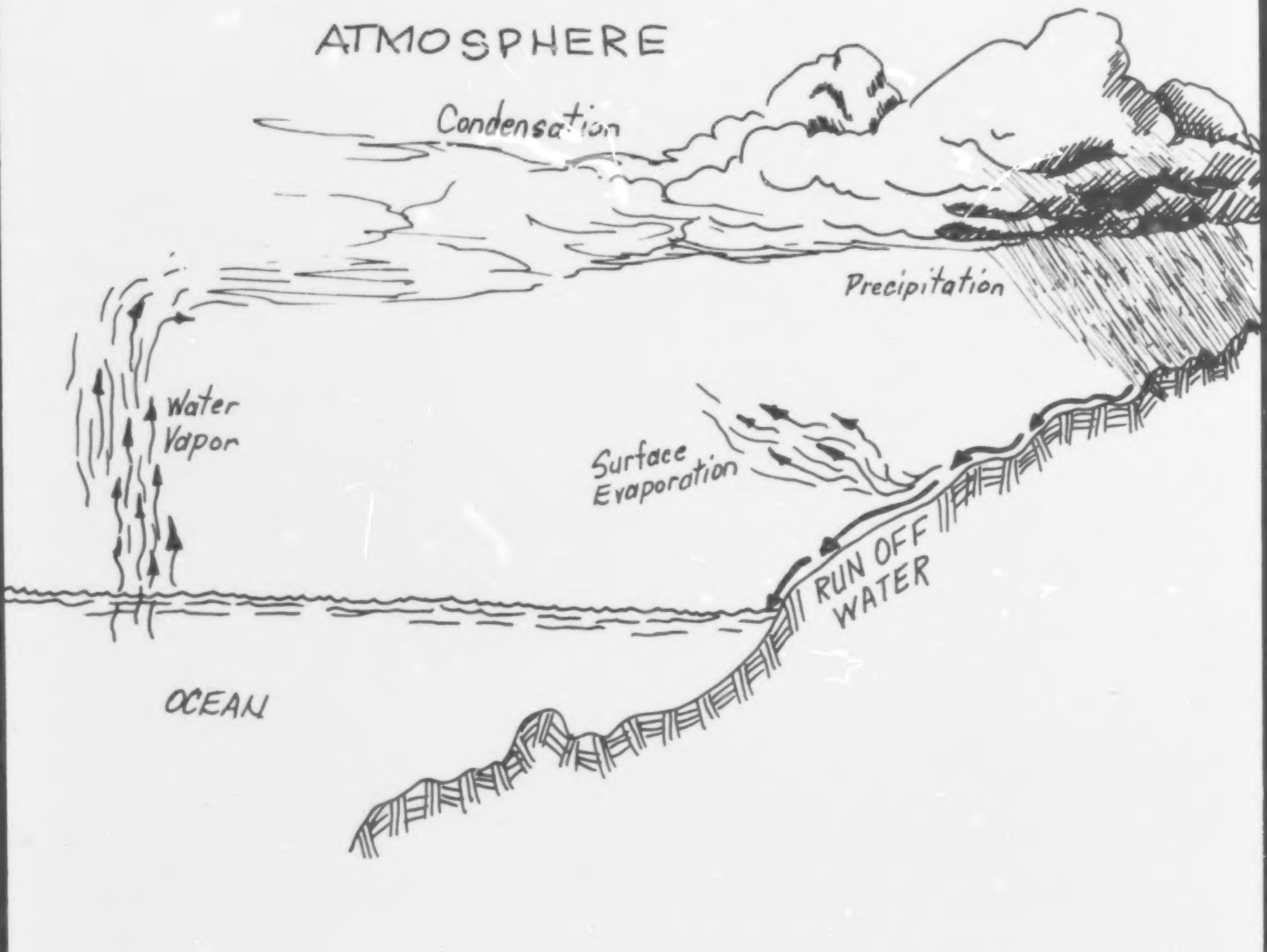
Atmosphere - All of the air about the earth.

Condensation - The change of state from a gas to a liquid.

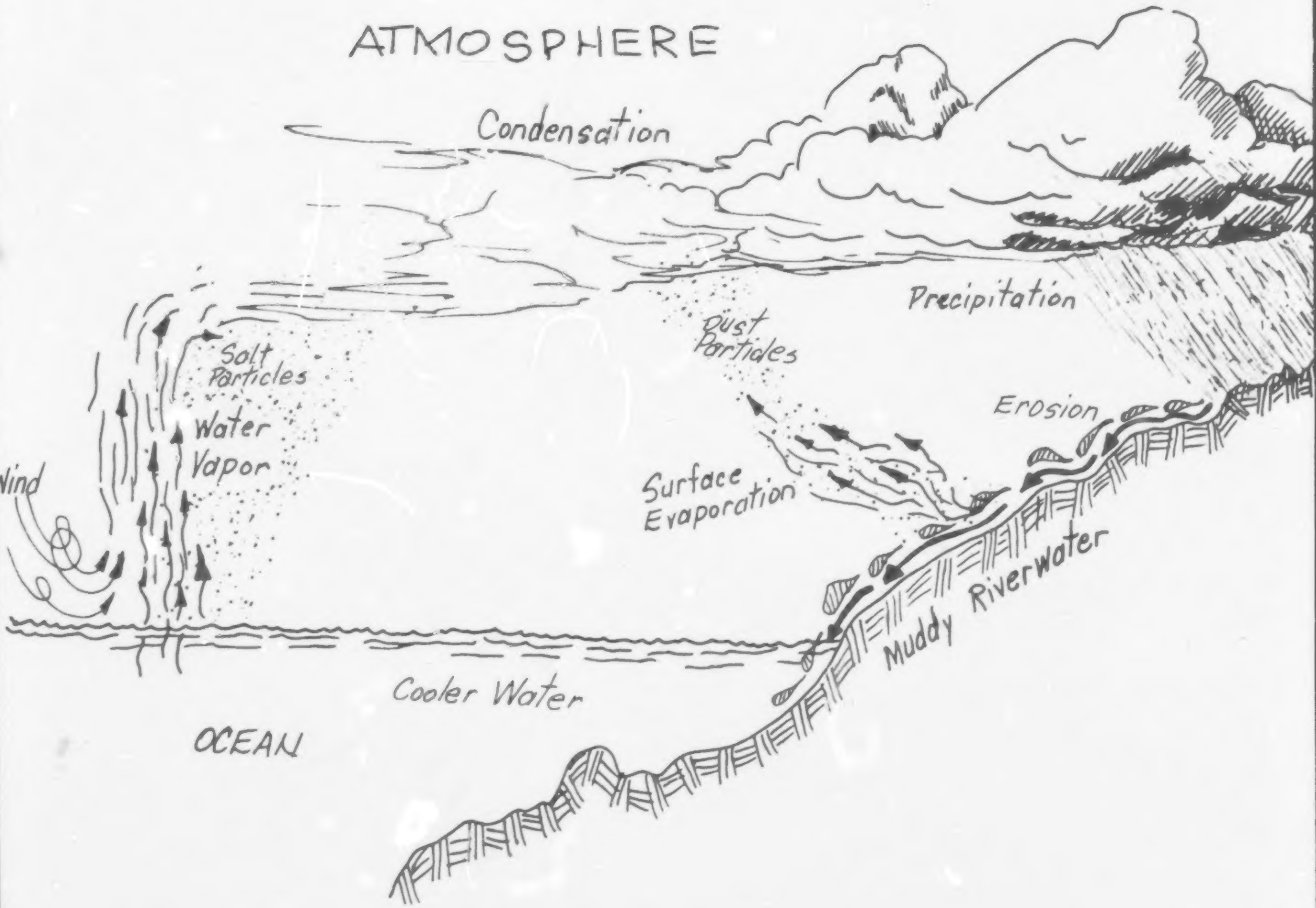
Erosion - The process by which rock or soil is removed from a given place.

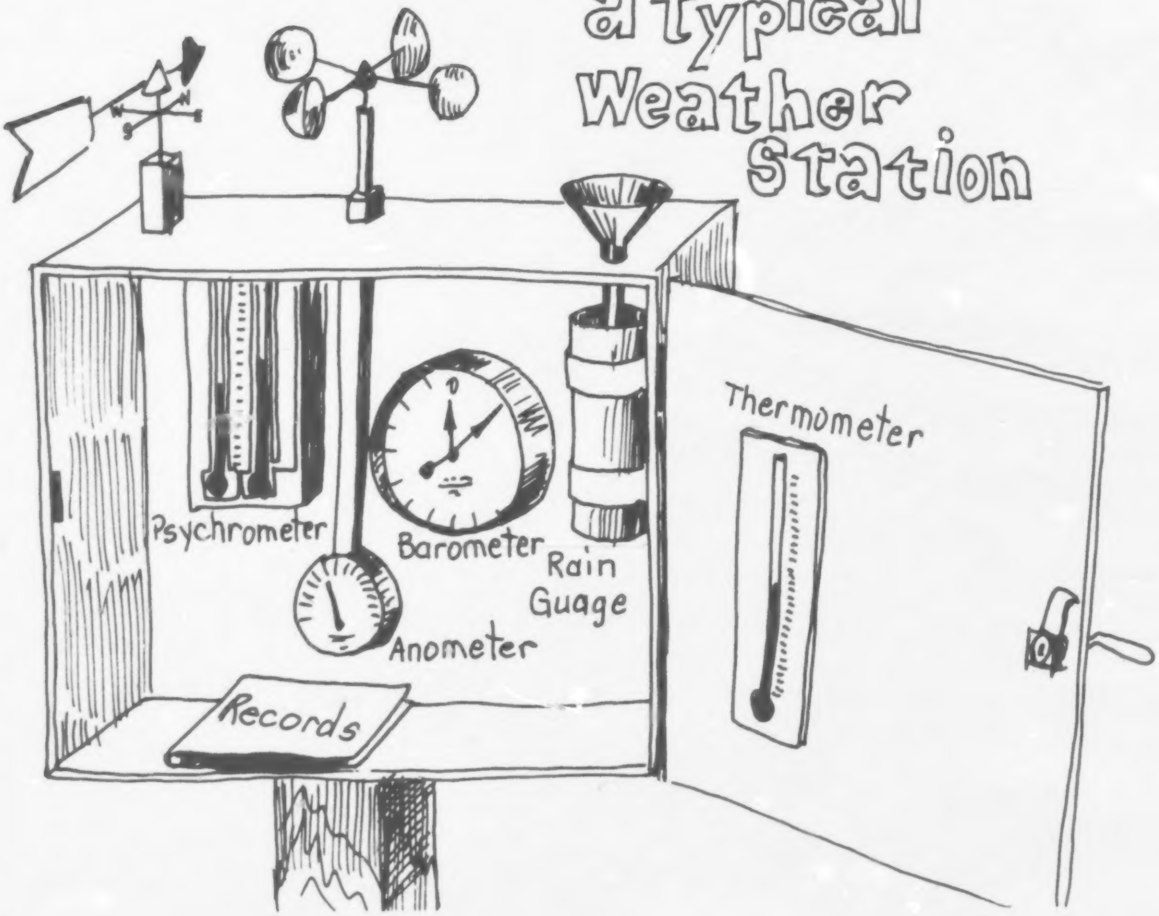
Evaporation - The change of state of a liquid to a gas.

Precipitation - Water droplets or ice crystals that fall to the earth as rain, snow, sleet, or hail.



## HYDROLOGIC CYCLE AND WATER EROSION




a typical Weather Station
Psychrometer
Barometer
Rain Guage
Anometer
Thermometer
Records
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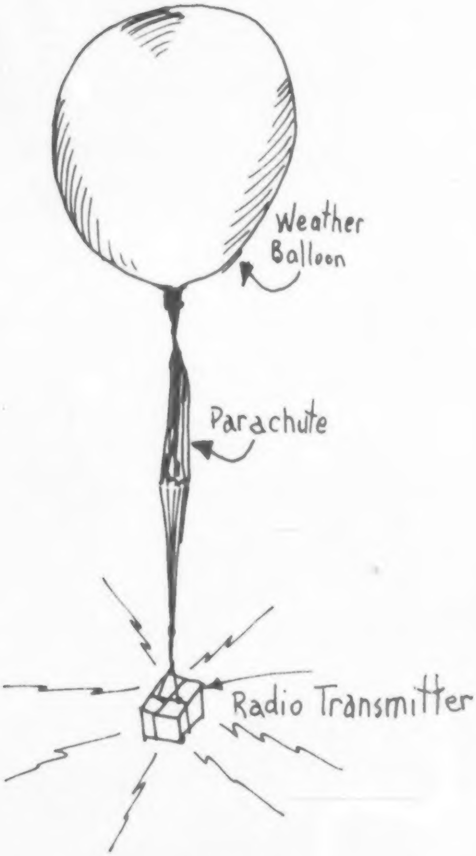
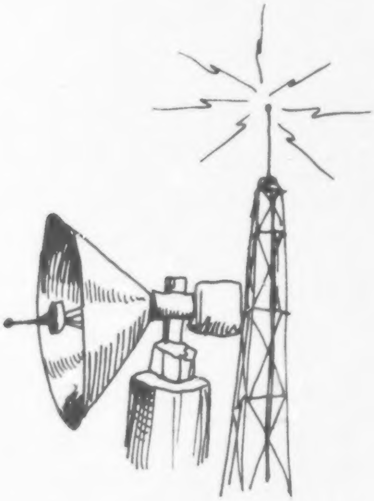


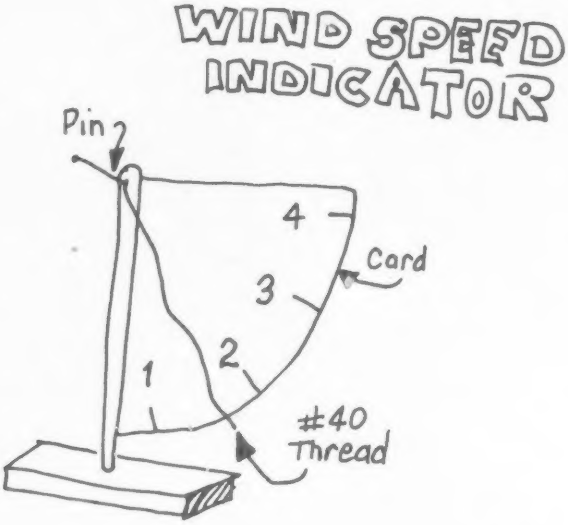
To learn more about weather visit your local weather bureau or airport.

Knowing what the weather is like high above the earth, the weatherman can better predict the weather we will have on the surface.

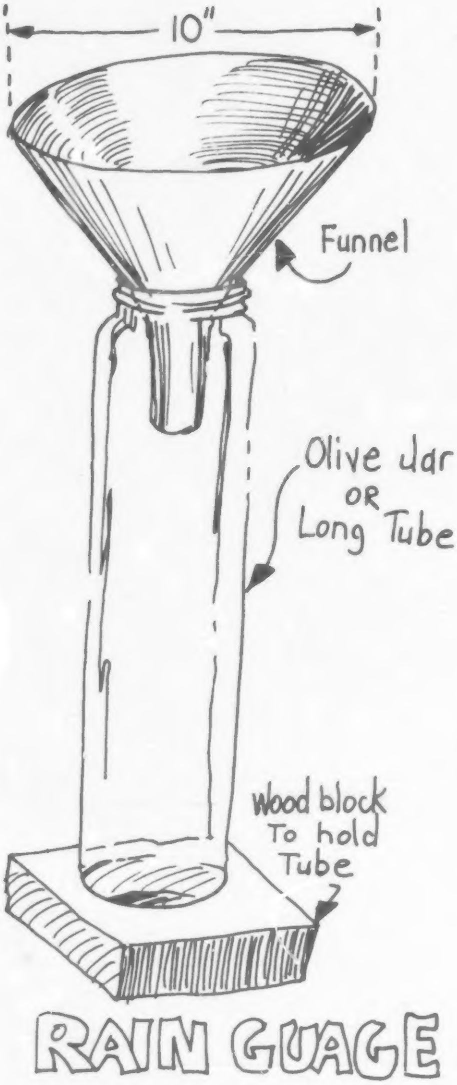


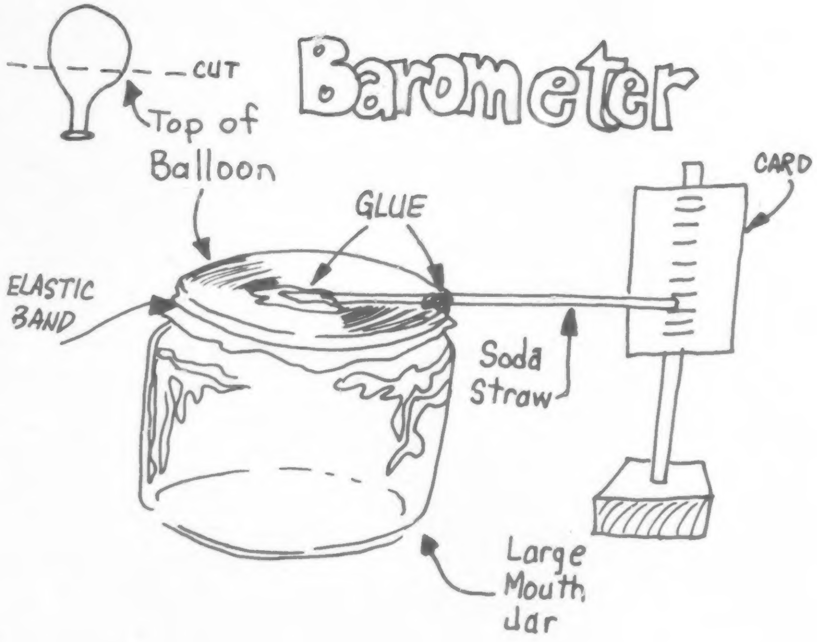
Make a chart showing the different kinds of clouds.

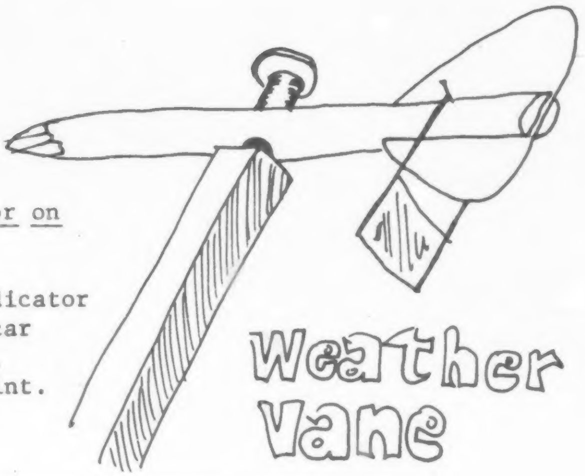
## WEATHER INSTRUMENTS YOU CAN MAKE



10 inches of water collected in the jar equals 1 inch of rain.







## Weather Vane

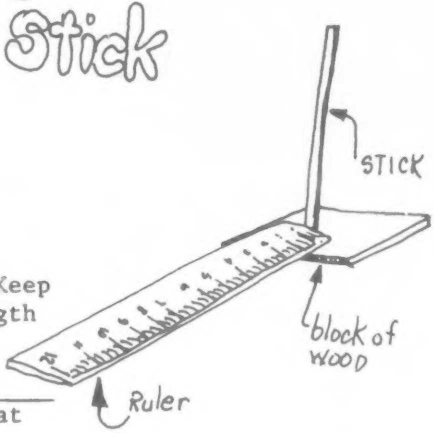
This is a wind speed indicator on the tail of a Weather Vane.

To calibrate a wind speed indicator hold out of the window of a car moving at 1 M.P.H., 2 M.P.H., 3 M.P.H., etc. Mark each point.

OUR DAILY WEATHER

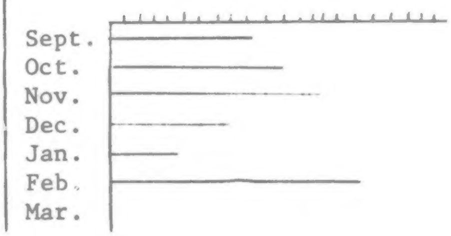
| | | | | |
|---|---|---|---|---|
| Date | 9-10 | 9-11 | 9-12 | 9-13 |
| Wind Direction | NW | | | |
| Temperature | 80° | | | |
| Humidity | 50% | | | |
| Clouds | Cum. | | | |
| Bar. Pressure | 30.09 | | | |
| Wind Speed | 2 mi. | | | |
| Precipitation | 0 | | | |
| Prediction | | | | |

## Sun Stick



Make a Sun Stick. Keep a record of the length of its shadow.

Measurements taken at noon on the first day of each month.



## WHAT MAKES THE WIND BLOW? (Upper Elem.)

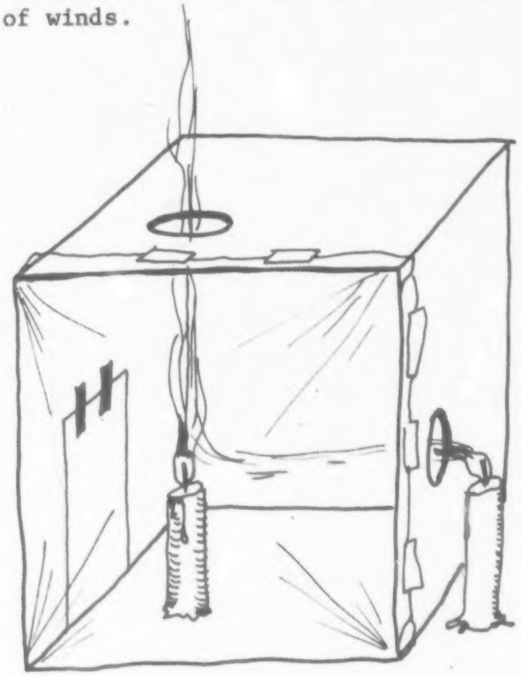
Materials: Shoe box, cellophane or clear plastic, candle, paper towel, scotch tape.

What To Do:

Remove the cover of the box. Then cover the top with cellophane or plastic, fastening it into place with scotch tape. Cut out one end of the box to make a hinged door and set the box on its side. Place a short candle inside the box near one end and cut a hole the size of a quarter directly over the candle and another one the same size in the middle of the far end. Light the candle inside the box and close the door. Dampen a paper towel slightly and set it on fire for a moment. Blow out the fire on the dampened paper and it will give off smoke. Hold the paper near the hole in the end of the box. (A lighted candle could be used in the place of the damp paper towel.)

Results: The smoke moving through the air will trace the current of air. The cooler, heavier air rushes in and fills the space that was occupied by the lighter warmer air.

Other Suggested Information: Large movements of air are called winds. These movements of air are caused by the differences of air pressure. These differences may be the result of varying air temperatures. Air currents generally move from high pressures to low pressures. The rotation of the earth also has a great effect on causes of winds.



# WHY DOES AN OBJECT FOLLOW A CURRENT OF AIR?

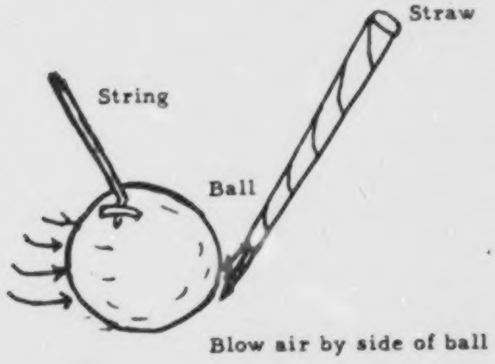
Materials:

1. Ping pong ball
2. Piece of string
3. Scotch tape
4. Large drinking straw

Procedure: Using scotch tape, fasten the pingpong ball to the end of a piece of string. Tie or hold the other end of the string so that the ball hangs free. Put one end of the drinking straw away from the ball. While you are blowing, move the straw from side to side. Follow the same procedure on the opposite side of the ball.

Results: The ball will tend to follow the stream of air as you move the straw about.

Supplemental Information: By causing a moving stream of air, an area of comparative lower pressure is formed. The higher pressure of the still air around the stream forces the ball to follow the straw.



Science Activities for Elementary Children, Nelson-Lorbeer, p. 56. Used by permission of Wm. C. Brown Company Publishers and may not be reproduced in any form.

## HOW CAN A BALLOON STAY IN A CURRENT OF AIR?

Materials:

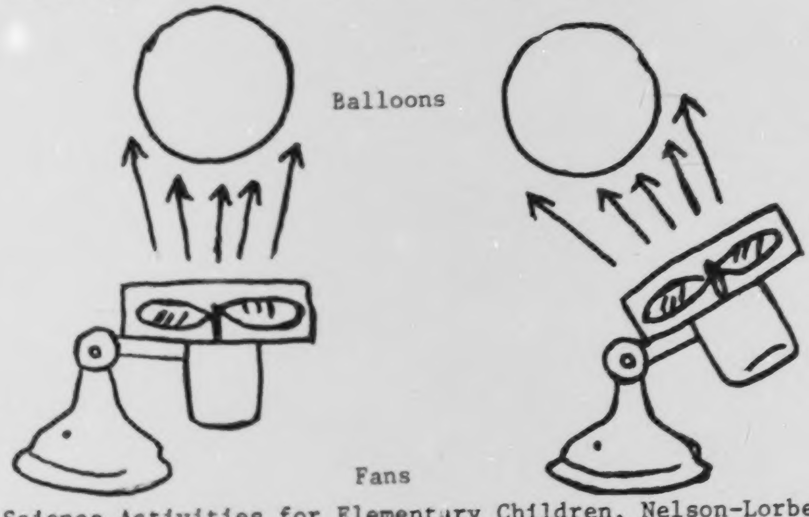
1. An electric fan which is adjustable as to direction
2. Round, inflated rubber balloon
3. Light weight

Procedures:

1. Mount the fan so that it blows a stream of air straight up.
2. Place the balloon with the weight in the air stream.
3. Adjust the fan so that it blows a stream of air at a slight angle.
4. Place the balloon in the air stream.

Results: The balloon stays in the stream of air in both cases. It wobbles somewhat from side to side, but does not fall back on the table or floor.

Supplemental Information: Instead of exerting equal pressure in all directions, moving air, such as the wind or air from an electric fan, exerts increased pressure in the direction in which the air is blowing and decreases pressure in directions perpendicular to that in which it is blowing. When the balloon moves to the left, for example, the moving air column is to the right; and therefore exerts a reduced air pressure on the right side. Normal air pressure on its left side moves the balloon back into the center of the air stream.



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## WHAT MAKES A JET PLANE FLY?

Materials: An elongated balloon

Procedure: Blow up the balloon. Hold the neck out at arm's length and release it. Repeat several times. Have one student sit on the desk of another. Ask the seated student to raise his feet off the floor and push against the front of the desk.

Results:

1. When the student pushed against his desk, the desk either went forward or the chair went backwards.

2. In the same manner, the air in the balloon, upon being released, pushed against the air that was outside the balloon and caused it to fly through the air.

Supplemental information: According to Sir Isaac Newton, for every action there is an equal and opposite reaction. This is the principle upon which jet planes fly.

BALLOON

# How Satellites Stay Up

Materials:

1. Rubber bands
2. Small rubber ball

Loop rubber bands together until a string about two feet long is made. Attach the rubber ball to one end of the string either by inserting it through the ball or by using tape.

Swing the ball in a circle by holding the string in one hand. Note the distance of the ball from the hand. Swing the ball faster, and again note the distance.

As the ball increases speed, the distance from the hand increases. If the ball is held in the hand over a desk or table, the ball will drop to the desk or to the end of the string.

Explain that two forces are at work against the ball. The two forces include the force of gravity which tends to pull the ball to the center of the earth and the second force which is centrifugal. Centrifugal force which is directed away from a center (which is the hand in this case) is caused by the speed of the ball. These two forces balance the ball at a certain distance from the hand, or in the case of satellites, the distance from the object being revolved.

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## What Is Light?

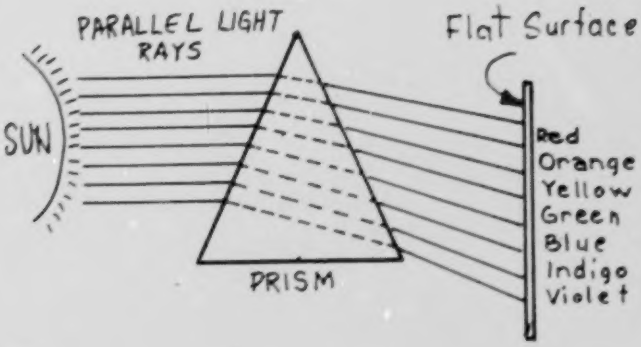
Materials:

1. Prism
2. Sunlight
3. A flat surface (white cardboard is preferable)

Select a window through which strong sunlight is shining. Place the prism where the sunlight will shine through it. Now, hold the cardboard about ten inches from the prism, but parallel to the window.

The sunlight will be broken down into the colors of the rainbow in this order: red, orange, yellow, green, blue, indigo, and violet.

From this we can see that white light is a combination of all the colors, and the complete dark is the absence of all colors.



# WHAT IS RED LIGHT?

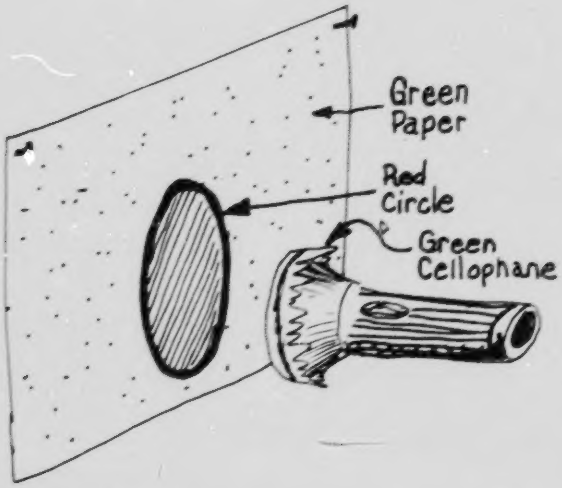
Materials:

1. Circle of red paper
2. Sheet of green paper
3. Pins and paste
4. Green cellophane covered flashlight
5. Dark room (very important)

Procedures: Paste or pin the circle of red paper on a sheet of green paper. Take the test sheet into a very dark room. Shine the green cellophane covered flashlight on the test sheet.

Results: The shining of the green cellophane covered flashlight on the test sheet in the dark room produces a black circle on a green background.

Supplemental Information: A pure red object is one which reflects only red light. When white light strikes it, red is reflected. White light contains red and many other colors, too. When red light strikes it, it still looks red. If green light shines on it, there is no red light for it to reflect; therefore, it will not produce a red color. Since a red object absorbs green light, no light is reflected from the red circle and it produces the illusion of a black object.



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# LIGHT

## HOW DOES LIGHT TRAVEL?

Materials:

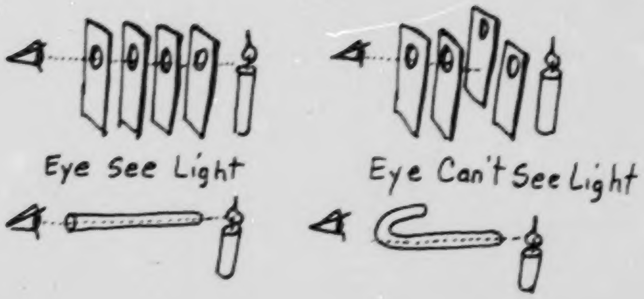
1. Cardboard strips
2. Candle and candle holder
3. Match
4. Piece of rubber hose

Make small, equal-sized holes in the center of four strips of cardboard. Arrange the cardboards so that the holes are in a straight line. Put a lighted candle behind the last cardboard. Look through the holes toward the candle. Move one cardboard out of line and look towards the candle.

Place a piece of straight hose on the table. Place an object opposite the far end of the hose. Look at the object through the hose. Keep the far end of the hose intact and bend the other. Make observations.

Results: With the cardboard strips, the candle can be seen at first. When the cardboard is moved out of line, the light cannot be seen. With the rubber hose, the candle is visible only as long as the hose is perfectly straight. As soon as a curve occurs in the hose, the candle cannot be seen.

Supplemental Information: Light travels from the object to the eye.



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## WHAT IS THE DIFFERENCE BETWEEN SOURCE LIGHT AND REFLECTED LIGHT?

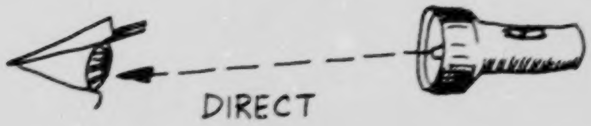
Materials:

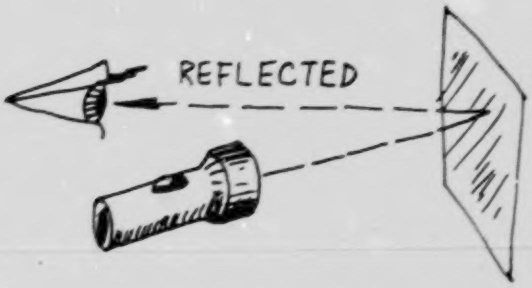
1. Light bulb
2. Mirror
3. Cardboard, 12" x 12"

Tell the students that you are going to show them two different types of light. Demonstrate source light by lighting the light bulb and having the students watch the light directly. Next, using the cardboard to hide the light bulb from the students view, turn the bulb on so that the light is reflected by the mirror. Ask the students to discuss the differences between the first and second part of this activity.

Results: The light comes from the bulb directly. The light from the mirror is reflected light from the bulb.

Supplemental Information: We receive light by two means: direct and reflected.





## WHAT CAUSES A SHADOW?

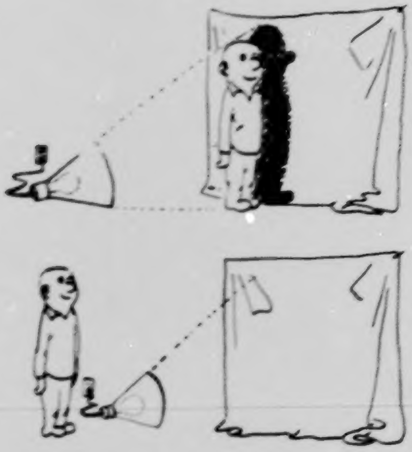
Materials:

1. White sheet
2. Rope or heavy string, tacks and safety pins
3. Extension cord with socket, large light bulb
4. Piece of heavy paper or light cardboard for reflector, 18" x 18"
5. Tape

Secure rope across the room and pin a sheet to the rope, or tack a sheet over a doorway. If no reflector is available, cut cardboard or paper in a 14" circle and make a slit to the center, and cut a 1 1/2" circle in the center. Secure with tape and place behind the bulb. Hold a light or place it on the floor about seven or eight feet in front of the sheet. Next, let a child walk between the sheet and the light. The audience is located in front of the sheet. Now let the child stand between the light and the sheet and then behind the light.

Results: The child casts a shadow on the sheet when he stands in front of the light, but not when he stands in back of the light.

Supplemental Information: Light rays do not pass through the child; therefore, a shadow is cast on the screen when he stands in front of the light. This also demonstrates that light travels in straight lines.



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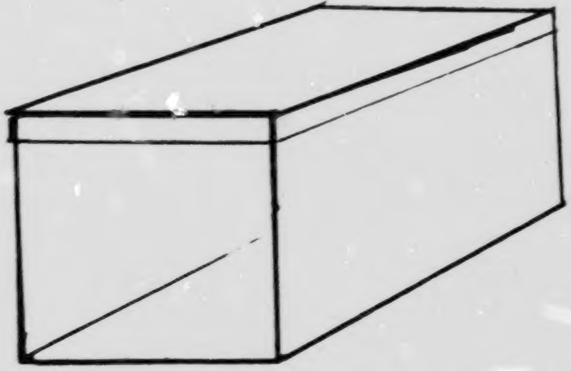
# VIEWING BOX FOR CONSTELLATIONS

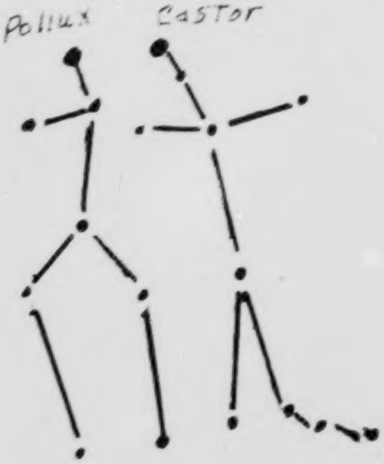
Materials: Cardboard shoe box, electric light on an extension cord, several pieces of heavy paper the size of the end of the shoe box, and a sharp pointed article to punch holes.

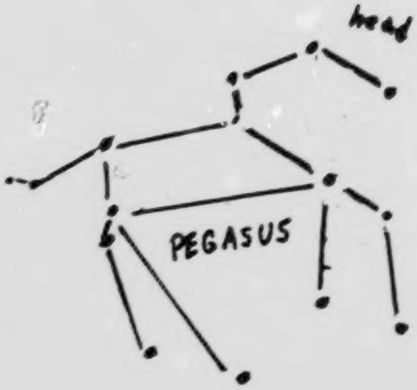
Procedure: On each piece of paper, make one constellation by punching holes to represent the stars. Some examples to be used will be found on the following page. Remove one end of the box. Place the light inside the box at the opposite end. Pull the cord to the outside and place the cover on the box. Place the piece of paper, with a constellation punched on it, over the open end of the box. The picture will show more clearly if the room is darkened. Let the students find other constellations and punch holes for pictures. Stories using these constellations may be told or read.



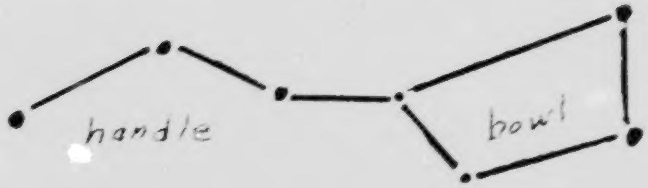
Flashlights can be used as light sources.

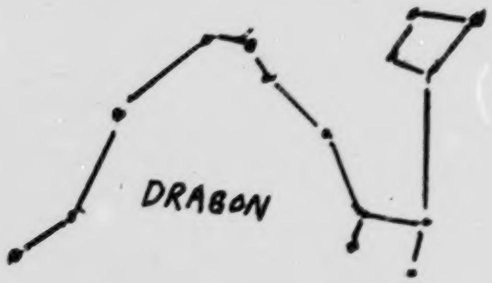
The Twins



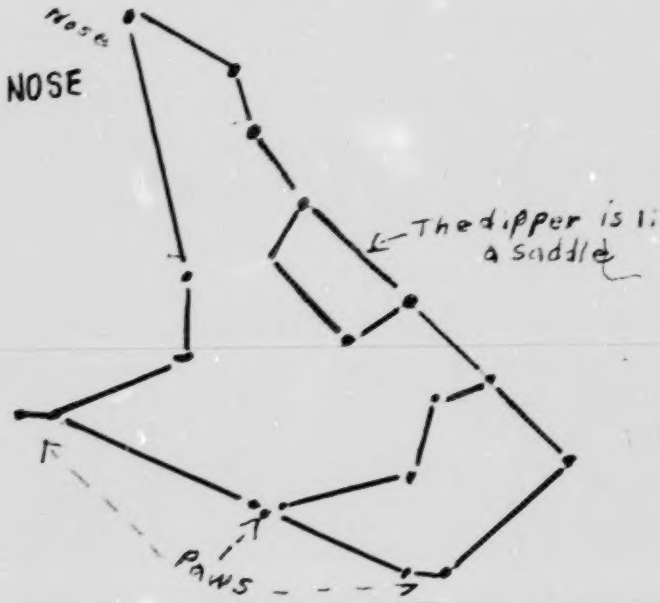


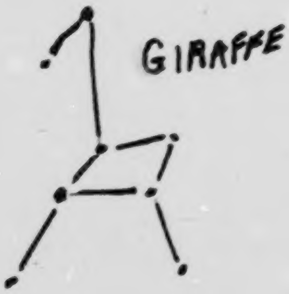
THE BIG DIPPER



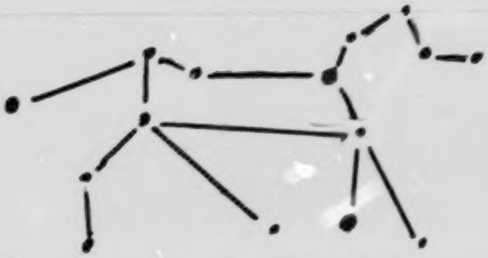


THE GREAT BEAR





THE LION



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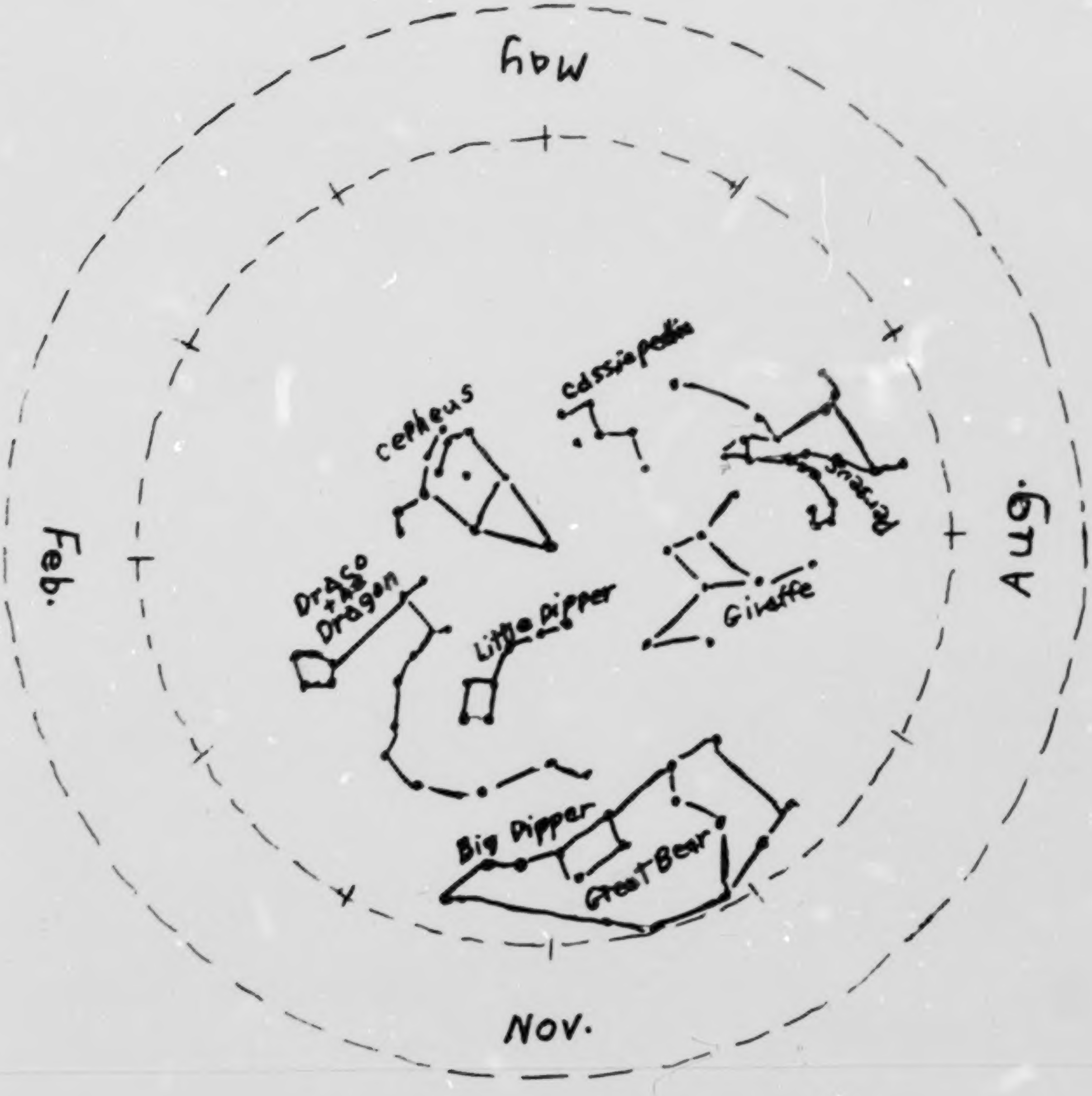
PIN-POINT STAR CHART



Materials: Piece of cardboard, pencils, compass, and scissors

Procedure: Place this sheet over a blue or black cardboard. Fasten both to a board with thumbtacks. Punch a hole with a pin through each dot on the chart. Be sure the pin goes through the cardboard. Make the holes larger where the dots are larger. (continued)

BEST COPY AVAILABLE

Draw the circles on the cardboard by tracing or with a compass.

Cut around the outside circle and hold the chart in front of a bright light. The holes will appear as twinkling points of light like stars.

Copy the names and months from this sheet on to the cardboard.

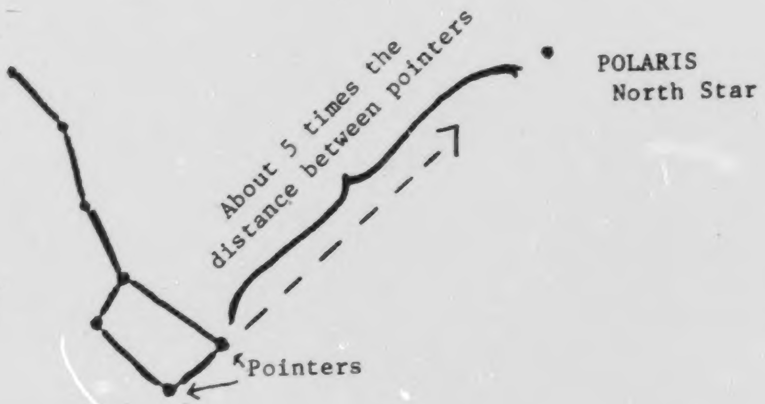
By holding the chart in your hand so the desired month is at the bottom, you can find the position of the star groups shown.

Look to the north at about 9 p.m. You will see those constellations in the sky.

This will provide a Pin-Point Chart for the most important northern circumpolar constellations.

Northern circumpolar constellations refer to the star groups that seem to turn around the North Star (Polaris) and are above the horizon all of the time.

## HOW TO FIND THE NORTH STAR



Polaris is always north

# FRICTIONAL ELECTRICITY

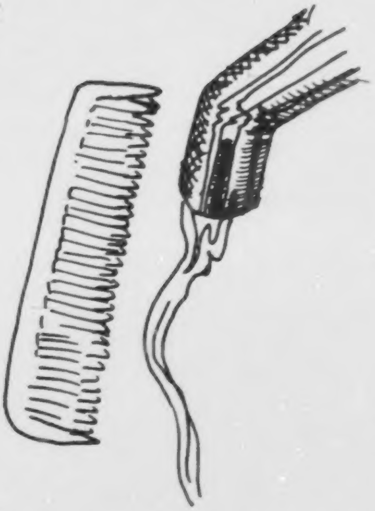
## BENDING WATER

What you need:

A hard rubber comb; running water; a woolen sleeve; a clear,cold day.

What to do:

Rub the comb on a woolen sleeve with hard, fast strokes. Hold it near the running water and watch it bend toward the comb.



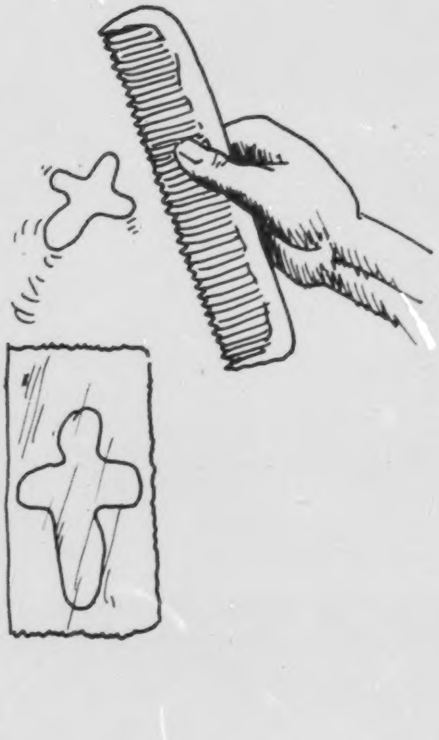
## POPPING PUFFED RICE

What you need:

A bowl of puffed rice; hard rubber comb; woolen sleeve; a clear,cold day.

What to do:

Rub the comb hard and fast on a woolen sleeve, and dip it into the bowl of puffed rice. When you take the comb out of the bowl, continue to hold it over the table. The rice will stick to the comb for awhile and then pop off in all directions.



## AN AIRPLANE

What you need:

A hard rubber comb; tin foil from a candy bar; woolen sleeve; a clear, cold day.

What to do:

Cut a tiny plane from the foil, as shown. Rub the comb hard and fast on the wool, and hold it high in the air. Hold the plane near it; then let it go. The plane will fly by moving the comb through the air.

## HOW DOES ELECTRICITY WORK FOR US?

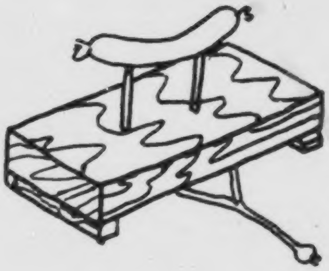
Materials:

1. Hot Dog
2. Two Nails
3. Block of Wood
4. Electric cord (at one end connected to both nails)

Nail the two small pieces of wood to the large block as shown in the sketch. Drive two nails through the large block. Leave about 1/4" of head at the bottom of the block. Wire the ends of each wire around the head of each nail and drive the nail into the block to hold the wires securely. Impale the hot dog on the nails. Plug the end into an electric outlet. Observe the results.

Results: The hot dog acts as a conductor of electricity. It becomes hot and begins to sag and swell. The hot dog is cooked.

Supplemental Information: The hot dog is a conductor of electricity. Some conductors produce heat. Electrical energy is converted to heat energy in this demonstration.



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## WHAT MATERIALS WILL CONDUCT ELECTRICITY?

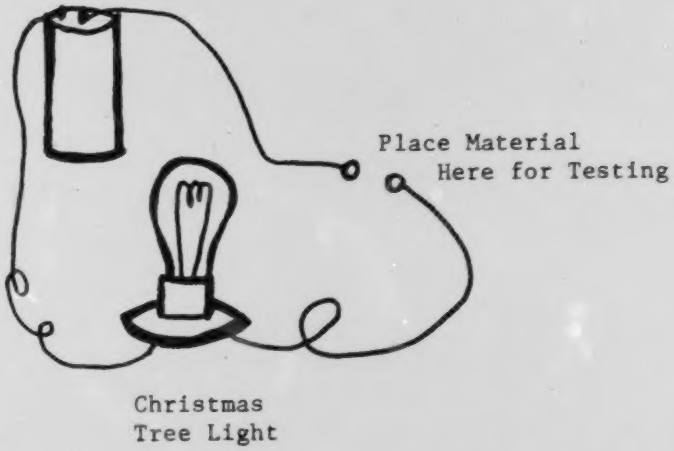
Materials:

1. One 1 1/2 volt cell
2. Several feet of # 20 wire
3. Several pieces of cloth, wood, glass, rubber, nails, pins, water, and paper
4. Flashlight bulb and socket
5. Knife-switch

Connect the cell to the lamp and the lamp to the switch. (See diagram) Throw the switch so that the lamp glows. Open the circuit (as shown in diagram) for place to test materials. Place a piece of cloth connecting the circuit and close switch. Record whether or not the lamp glows. Do the same with the remainder of the materials. Record the results for each material placed in the circuit.

Results: The results show that the lamp glowed when the nail and pin were used to complete the circuit. The lamp did not glow when wood, glass, cloth, or rubber were used.

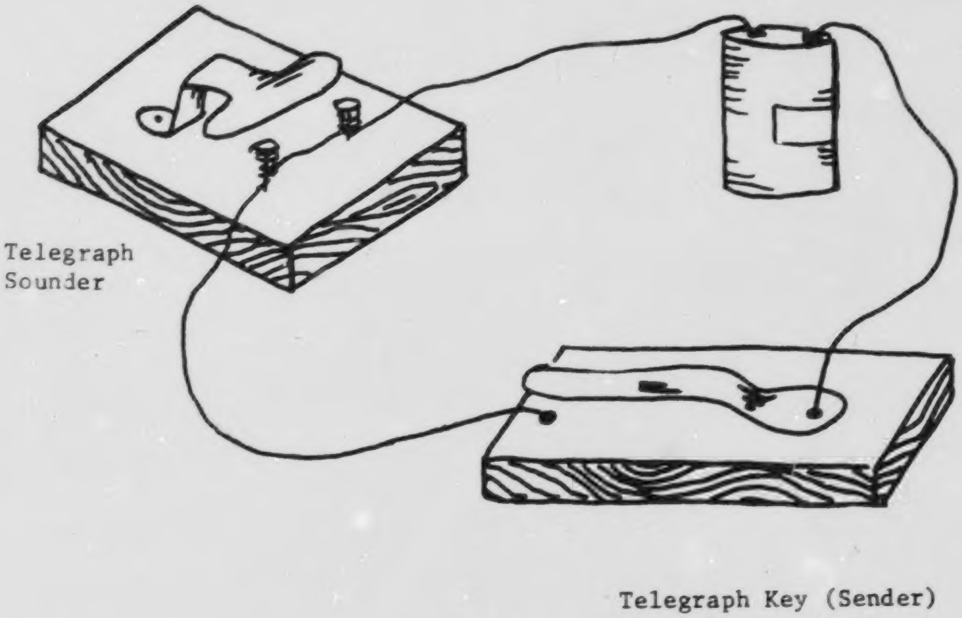
Supplemental Information: Metals (nails and pins) conduct electrical current, whereas nonmetals, such as glass, rubber, wood, water, paper, and cloth, do not conduct electrical current.



# MODEL TELEGRAPH SET

In 1831, Joseph Henery used electromagnets and wire to produce sounds. In 1834, Samuel F. Morse sent the first message over the electric telegraph. The telegraph is now a very important means of communication.

Materials: 2 blocks of wood, 1 tin can, 1 pair of tin snips, 2 large nails, 3 small nails, insulated wire, 1 dry cell battery.



Messages are sent over the telegraph by what is known as the Morse Code. This code is made of dots and dashes.

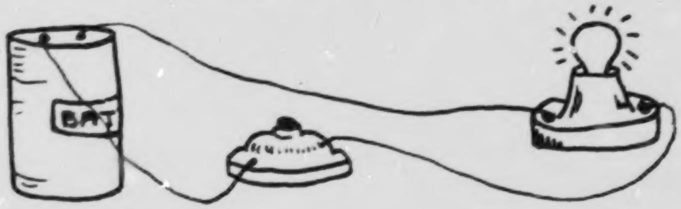
A . —
B — . . .
C — . — .
D — . .
E .
F . . — .
G — — .
H . . . .
I . .
J . — — —
K — . —
L . — . .
M — —
N — .
O — — —
P . — — .
Q — — . —
R . — .
S . . .
T —
U . . —
V . . . —
W . — —
X — . . —
Y — . — —
Z — — . .

## ELECTRICITY - DOORBELL

Materials: Doorbell, dry cell (1.5 volt), bell button, insulated wire.

Procedure: Connect the doorbell, bell button and dry cell together in a variety of ways to discover how the connection causes the bell to ring.

Observation: The terminals must be connected with the wire in a certain fashion in order that the bell will ring.



## HOW DOES A FUSE WORK?

General Area: Cultural Environment

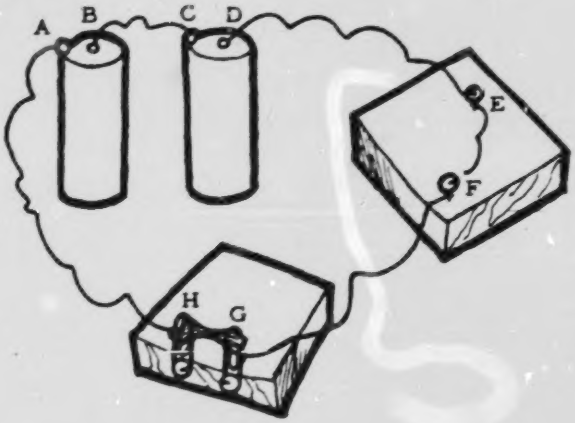
Specific Area: Electricity

Problem: How does a fuse work?

Grade Level: Upper

Materials:
1. Two dry cells (No. 6 preferable)
2. Four feet of insulated wire
3. Six strips of tin foil
4. Two paper clips and four thumb tacks
5. Two pieces of wood 4" x 4" or 8" x 4"
6. Knife-switch

Procedure:
1. Connect the two dry cells in a series as shown in the sketch.
2. Put in thumb tacks and paper clips to the side of the block so that paper clips are in an upright position.
3. Connect one wire from the dry cell to one thumb tack.
4. Connect another piece of wire from the second tack to the knife-switch.
5. Connect the last wire from the knife-switch to the other dry cell.
6. Open the knife-switch.
7. Put a small strip of foil between the paper clips.
8. Close the knife-switch.



Results: When points E and F are touched with wire, the "fuse" will blow out if the foil is a small enough piece.

Supplemental Information: When the fuse blows out, it will show the students the value of fuses as safety features in their homes. It should be stressed to exert care when touching the wires connected to the dry cells, as these sometimes tend to get hot.

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# APPENDIX B: TEACHING AIDS

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| Getting Along In School | Filmstrip Series<br>Record |
| Our Community Utilities | Filmstrip Series<br>Record |
| DENOYER-GEPPERT<br>5235 RAVENSWOOD AVE.<br>CHICAGO, IL 60640 | |
| Wonderful World Of Work | Filmstrip Series<br>Record |
| EDUCATIONAL READING SERVICE<br>320 ROUTE 17<br>MAHWAH, NY 07430 | |
| Classroom Journeys | Filmstrip Series<br>Cassette |
| Man On The Move | Filmstrip Series |
| EYE GATE HOUSE, INC.<br>146-01 ARCHER AVE.<br>JAMAICA, NY 11435 | |
| The American Farmer and Our Food Supply | Filmstrip Series |
| America At Work | Filmstrip Series |
| Our Neighborhood Workers | Filmstrip Series<br>Cassette |
| Workers For The Public Welfare | Filmstrip Series |
| Me, Myself, and I | Filmstrip Series<br>Cassette |
| Some Neighborhood Helpers | Filmstrip Series<br>Cassette |
| Field Trips Out Of The Ordinary | Filmstrip Series<br>Record |

| | |
|---|---|
| How Things Are Made | Filmstrip Series<br>Record |
| Arithmetical Experiences For The Third Year | Filmstrip Series |
| Big City-U.S.A. | Filmstrip Series |
| Little Town-U.S.A. | Filmstrip Series |
| The Story Of Houses | Filmstrip Series |
| The Story Of Transportation | Filmstrip Series |
| The Story Of Communication | Filmstrip Series |
| Guidance For Young People | Filmstrip Series |
| Manners Make A Difference | Filmstrip Series |
| Let The Buyer Beware | Filmstrip Series |
| My Mother Has A Job | Filmstrip Series |
| Fundamentals Of Economics | Filmstrip Series |
| Ancient Crafts-Modern Times | Filmstrip Series |
| Mysteries Of Science | Filmstrip Series<br>Record |
| The Space Age | Filmstrip Series |
| Wonders Of The Sky | Filmstrip Series |
| Fundamental Elements Of Weather | Filmstrip Series |
| Astronomy In The Space Age | Filmstrip Series<br>Record |
| Science In Everyday Life | Filmstrip Series |
| The Wonderland Of Science | Filmstrip Series |
| Fundamentals Of Science - IV | Filmstrip Series |
| Fundamentals Of Science - V | Filmstrip Series |
| People And Geography Of South America | Record<br>Filmstrip Series |

| | |
|---|---|
| Canada: A Regional Study | Filmstrip Series<br>Record |
| Maps And How To Use Them | Filmstrip Series<br>Map |
| Working With Maps | Filmstrip Series<br>Record |
| Fundamentals Of Geography | Filmstrip Series |
| The Frontier States | Filmstrip Series<br>Record |
| Puerto Rico: A Regional Study | Filmstrip Series<br>Record |
| Mexico: A Community Study | Filmstrip Series<br>Record |
| South America: Agriculture, Industry And Natural Resources | Filmstrip Series<br>Record |
| Lifeways Of The People: South America | Filmstrip Series<br>Record |
| Countries Of Central America | Filmstrip Series |
| The West Indies | Filmstrip Series |
| The Northeast States | Filmstrip Series<br>Record |
| The Southern States | Filmstrip Series<br>Record |
| The North Central States | Filmstrip Series<br>Record |
| The South Western States | Filmstrip Series<br>Record |
| The Rocky Mountain States | Filmstrip Series<br>Record |
| The Pacific Coast States | Filmstrip Series<br>Record |
| Children Around The Globe | Filmstrip Series |
| Families Around The World: New Social Studies-III | Record<br>Filmstrip Series |

| | |
|---|---|
| Facts About Drugs, Alcohol And Tobacco | Filmstrip Series<br>Record |
| Geography Of Eastern Canada | Filmstrip Series<br>Record |
| Fundamentals of Grammar | Filmstrip Series |
| Growing Through Reading | Filmstrip Series |
| The Fundamentals Of Thinking | Filmstrip Series |
| Using The Library | Transparency Series |
| Thermometers | Transparency Series |
| Circumpolar Stars | Transparency Series |
| Your Body And How To Take Care Of It | Filmstrip Series |
| The World Of Insects | Filmstrip Series |
| Seeing The Use Of Numbers | Filmstrip Series |
| Guides For Growing | Filmstrip Series<br>Record |
| The Art Of Seeing | Filmstrip Series<br>Record |
| How We Build Things | Filmstrip Series<br>Record |
| Focus On Language | Filmstrip Series<br>Record |
| Enjoying Poetry | Filmstrip Series |

GUIDANCE ASSOCIATES
PLEASANTVILLE, NY 10570

| | |
|---|---|
| Who Do You Think You Are? | Filmstrip Series<br>Record |
| Guess Who's In A Group! | Filmstrip Series<br>Record |
| You Got Mad: Are You Glad? | Filmstrip Series<br>Record |
| What Do You Expect Of Others? | Filmstrip Series<br>Record |

| | |
|---|---|
| Noisy Nancy Norris | Filmstrip Series<br>Record |
| People Who Work In Science | Filmstrip Series<br>Record |
| People Who Help Others | Filmstrip Series<br>Record |
| People Who Create Art | Filmstrip Series<br>Record |
| People Who Organize Facts | Filmstrip Series<br>Record |

MCGRAW HILL BOOK CO.
MANCHESTER ROAD
MANCHESTER, MO 63011

| | |
|---|---|
| The Community Series: Communication Set | Filmstrip Series |
| The Community Series: Agriculture And Industry | Filmstrip Series |
| The Community Series: Systems In Our City | Filmstrip Series |
| The Community Series: Types Of Cities | Filmstrip Series |
| The Community Series: Transportation | Filmstrip Series |
| School Series: Rules And Plans | Filmstrip Series |

SOCIETY FOR VISUAL EDUCATION, INC.
1345 DIVERSEY PARKWAY
CHICAGO, IL 60614

| | |
|---|---|
| Communities Around The World Group I | Filmstrip Series<br>Record |
| Communities Around The World Group II | Filmstrip Series<br>Record |
| Children Around The World | Filmstrip Series<br>Record |
| North America, Five Sections | Filmstrip Series |

| | |
|---|---|
| South America | Filmstrip Series<br>Record |
| Transportation | Slides, Filmstrip Series<br>Record<br>Poster |
| Food and Food Helpers | Filmstrip Series<br>Record<br>Poster |
| Human Values | Filmstrip Series<br>Record |
| Using And Understanding Numbers- Percents and Percentage Application | Filmstrip Series |
| Foundations For Occupational Planning | Filmstrip Series |
| Developing Basic Values | Filmstrip Series<br>Record |
| Working In U.S. Communities I And II | Filmstrip Series<br>Record |
| Food, Clothing And Shelter | Filmstrip Series |
| Learning To Live Together I And II | Filmstrip Series<br>Record |
| Community Helpers | Prints |
| Your Dictionary And How To Use It | Filmstrip Series |
| Using Good English | Filmstrip Series |
| Understanding Your Language | Filmstrip Series<br>Record |
| The Newspaper In America | Filmstrip Series<br>Record |
| Learning About Manners | Filmstrip Series<br>Record |
| Understanding Weather and Climate | Filmstrip Series<br>Record |
| Basic Weather Series | Filmstrip Series |

| | |
|---|---|
| Introduction To Matter And Energy | Filmstrip Series<br>Record |
| Basic Intermediate Science | Filmstrip Series |
| The Work Of Simple Machines | Filmstrip Series<br>Record |
| Electricity At Work | Filmstrip Series<br>Record |
| Understanding Electricity | Filmstrip Series<br>Record |
| Elementary Chemistry | Filmstrip Series |
| Musical Books For Young People | Filmstrip Series<br>Record |
| Learning To Live With Others I and II | Filmstrip Series<br>Record |
| Conservation For Todays America | Filmstrip Series<br>Record |
| Our Ever-Changing Earth | Filmstrip Series |
| Understanding Oceanography | Filmstrip Series<br>Record |
| People And Events In American History-Remedial Reading | Filmstrip Series<br>Record |
| Highlights Of History Remedial Reading | Filmstrip Series<br>Record |
| Wonders Of Nature-Remedial Reading | Filmstrip Series<br>Record |
| The Comma | Filmstrip Series |
| Linguistic Backgrounds Of English I | Filmstrip Series |
| End And Other Common Punctuation | Filmstrip Series |
| Sound And Light | Filmstrip Series<br>Record<br>Transparency |
| Drugs And Your Health | Filmstrip Series<br>Record<br>Transparency |

| | |
|---|---|
| The Foods We Eat | Filmstrip Series<br>Record |
| Cooperative Living | Filmstrip Series<br>Record |
| The Human Body | Filmstrip Series<br>Record<br>Transparency |
| Learning About Your Body | Filmstrip Series<br>Record |
| Developing Skills In Music | Filmstrip Series<br>Record |
| Our Heritage Of American Folk Music | Filmstrip Series<br>Record |
| Central America and the West Indies Today | Filmstrip Series<br>Record |
| Canada: Regions and Resources | Filmstrip Series<br>Record |
| Living in Mexico Today | Filmstrip Series<br>Record |
| Development Of Transportation | Record Series |
| Development Of Communication | Record Series |
| Motivation In Mathematics | Record Series |
| You And Your Body | Record Series |
| Vocabulary Development | Slide Series |
| Living With Others I and II | Record Series |
| Citizenship Processes | Record Series |
| Let's Imagine Going Places | Cassette Series |
| All Aboard, Let's Go | Cassette Series |
| Women Of Destiny | Cassette Series |
| One Nation Indivisible: Our Republic At Work | Cassette Series |

| | |
|---|---|
| From Talking Machines To Thinking Machines | Cassette Series |
| Community Helpers Activities Set I & II | Poster Series |
| Community Helpers | Poster Series |
| Modern Workers - Set I & II | Poster Series |
| Mexico, Central America And The West Indies Today | Poster Series |
| Exploring Space | Poster Series |
| Insects Of Gardens And Croplands | Slide Series |
| Animal Adaptations | Slide Series |
| Insects - Spiders | Slide Series |
| Animals of Land and Sea | Poster Series |
| Fruit, Plants, and Flowers | Slide Series |
| Ecology: Communities of Living Things | Slide Series |
| Earth Science | Slide Series |
| Climate and Clouds | Slide Series |
| All About Airplanes | Slide Series |

## OTHER MATERIALS--GRADES 1-6

These materials may be secured from Berkley-Cardy, 1900 N. Narragansett Ave., Chicago, Illinois, 60639, or many other school supply catalogues.

HAYES DUPLICATING BOOKS
Crossword Puzzles
Social Studies for Community Living
Children of All Lands
Social Studies I
Social Studies II
Good Manners II
Good Manners III

INSTRUCTOR
Means of Transportation--Pictures
Workers We Know--Pictures
Places We Go--Pictures, word cards
How We Travel--Pictures, word cards

INSTRUCTOR
Understanding Our Feelings--Photographic
Community Helpers--Puppet playmates
When I Grow Up, I Want To Be--Felt figures and uniforms
The Classification Game--Clothing store, toy store, library, etc.
Air Transportation--Flannel Board Sets, aircraft, airport, etc.
Cars and Trucks--Flannel Board Sets, 20 kinds of trucks and cars
Community Friends--Bulletin board display
The Community--Flannel Board Sets, elements for building a neighborhood
In The City--Pictures, street scene, highway/industrial complex, neighborhood, etc.
The Community Helpers--Flannel Board Sets, 15 community helpers, fireman, judge, etc.
People We Know--12 everyday pictures, librarian, fireman, dentist, doctor, etc.
Community Workers--Flannel Board Sets, 15 workers, deliveryman, telephone man, etc.

DAVID C. COOK
Teaching Pictures Set--12 picture set, resource sheets
Teaching Pictures Set--16 picture set, resource manual
Show and Tell Books--3 community helpers, fireman, doctor, policeman

TREND ENTERPRISES
Bulletin Board Figures--models of community helpers on the job
Bulletin Board Figures--models showing good grooming

JUDY WOODEN PUZZLES
Occupation Series--8 puzzles, teacher, nurse, school crossing guard, mailman, etc.

Judy Wooden Puzzles--16 puzzles; milkman, paper boy, barber, dentist, astronaut, etc.

Judy Hardboard Puzzles--8 puzzles; boat, farm, plane, train, etc.

Judy's See -Quees Puzzles--sequence puzzles; Story of Milk, Building A House

IDEAL

Plastic Laminated Crossword Puzzles--Airplane, Transportation and Communication, Occupations, Farm and City, Community Helpers

# APPENDIX C: ELEMENTARY CAREER RESOURCE MATERIAL

## eye gate house, 146-01 Archer Ave., Jamaica, NY 11435

### X238: VALUES

The student of today questions adult standards and values. This set is designed to assist the young learner in developing a standard of values. Each filmstrip will explore areas of social conflict. Both appropriate and inappropriate responses will be given without a judgment being made. The students can be asked to role play or discuss each problem and response, hence developing their own answers and formulating their own set of values. [K/P]

| | |
|---|---|
| X238A | **Telling the Truth** |
| X238B | **What is Stealing?** |
| X238C | **Kindness** |
| X238D | **Politeness** |
| X238E | **Responsibility** |
| X238F | **Citizenship** |

·T· TX238: Complete set of 6 color filmstrips with 3 cassette Teach-A-Tapes

◐ DX238: Complete set of 6 color filmstrips with 3 records

### WHERE OUR DADDIES WORK

**WRITTEN AND ILLUSTRATED** by Marjorie Colyer and Jean D. Washington, Teachers in the Middletown, Ohio, Public Schools. This filmstrip is the direct result of a teachers workshop in the utilization of community resources conducted through Miami University. [K/P]

S2: Full color filmstrip

### X222: WHAT'S AROUND US

There are different social environments. Middle class, suburban ones, rural ones, and the familiar city variety. These six filmstrips acquaint children with environments and life styles other than their own. They help give the students a common base, and a somewhat improved perspective. Each of the life styles shown contains a variety of objects which children must learn to recognize and know the names of. This set not only acquaints the child with the environments and life styles shown but also gives them a visual and oral vocabulary of the objects and people commonly found in them. [K/P]

| | |
|---|---|
| X222A | **The City** |
| X222B | **The Town** |
| X222C | **The Country** |
| X222D | **The Home** |
| X222E | **People** |
| X222F | **Getting it There** |

·T· TX222: Complete set of 6 color filmstrips with 3 cassette Teach-A-Tapes and teacher's manual

◐ DX222: Complete set of 6 color filmstrips with 3 records and teacher's manual

### 95: MOTHER GOOSE VILLAGE

**IN THE COMPLETELY ORIGINAL** contents of this series, two children are projected into an imaginary Mother Goose Village where they meet many of their little friends. The vocabulary is simple and has been checked against standard lists. [K/P]

| | |
|---|---|
| 95A | **Off to Mother Goose Village** |
| 95B | **Inside Mother Goose Village** |
| 95C | **The Mother Goose Village Newspaper** |
| 95D | **The Old Woman Who Lived in a Shoe** |
| 95E | **The Funny Little Man on the Wall** |
| 95F | **Mother Goose Village Post Office** |
| 95G | **Mother Goose Village Lake and Police Station** |
| 95H | **Mother Goose Village Fire Department** |
| 95 I | **Mother Goose Village Television Station** |

·T· TF95: Complete set of 9 captioned color filmstrips with 5 cassette Teach-A-Tapes and teacher's manual

F95: 9 captioned color filmstrips with teacher's manual

### M220: PATTERNS OF BEHAVIOR

**A GUIDANCE FILMSTRIP** series designed to help further motivate young people with character building concepts. Various situations involving young children are presented with constructive thoughts about improving manners and conduct. [K/P]

| | |
|---|---|
| M2201 | **Billy the Bully** |
| M2202 | **Freddy Forgot** |
| M2203 | **Sarah is Shy** |
| M2204 | **All of us Together** |
| M2205 | **Different May be Nice** |
| M2206 | **The Red and the Blue Top** |
| M2207 | **Greedy Grace** |
| M2208 | **Andy Walks the Dog** |
| M2209 | **Penny and Mary** |

9 captioned color filmstrips and teacher's manual

### X231: WHERE DOES IT COME FROM?

This set is designed to give the student a vivid description of the fascinating story connected with the production, processing and delivery of each of the 6 products listed below. Each filmstrip will serve to stimulate the child's interest and curiosity about things common to his environment. Each product begins with its raw material, i.e., a cow eating grass, and proceeds through each step of production and processing of milk. [K/P]

| | |
|---|---|
| X231A | **Milk** |
| X231B | **Bread** |
| X231C | **Meat** |
| X231D | **Water** |
| X231E | **Books and Magazines** |
| X231F | **Shoes** |

·T· TX231: Complete set of 6 color filmstrips with 3 cassette Teach-A-Tapes

◐ DX231: Complete set of 6 color filmstrips with 3 records

### M90: LET'S GO AND LEARN

**THROUGH THIS** series of filmstrips, the class is taken on instructive trips to interesting places. A special pictorial technique gives added value by including related material having to do with history, geography, science and nature study. Captions provide practice in reading skills and offer further opportunity to broaden the intellectual horizons of the students. [K/P]

| | |
|---|---|
| M901 | **To the Seashore** |
| M902 | **To the Mountains** |
| M903 | **To a River** |
| M904 | **To a Farm** |
| M905 | **To a Ranch** |
| M906 | **To a Country Fair** |
| M907 | **To a Zoo** |
| M908 | **To an Airport** |
| M909 | **To a City** |

·T· TM90: Complete set of 9 captioned color filmstrips with 5 cassette Teach-A-Tapes and teacher's manual

M90: 9 captioned color filmstrips with teacher's manual

### EXPLORING WITH RIDDLES AND RHYMES

Exploring With Riddles and Rhymes has a unique approach to the age-old readiness problem. It is 'different' and has unusual child appeal.

The particular advantages of these filmstrips are that

. . .It utilizes the new 'discovery' method of teaching (inductive reasoning rather than rote.)

. . .It has a surprise element on each frame which holds attention and solves the all-important [illegible] problem.

. . .It has those essential rhyming and start-alike elements, which provides basic phonetic principles.

. . .It presents many words, which are most necessary and common in the young child's world. The words are presented in such a way as to impress them in the child's mind. Note: Teacher's Guides are on the filmstrips. [K/P]

| | |
|---|---|
| 229A | **Food and Clothing** |
| 229B | **Household Objects** |
| 229C | **Places and Transportation** |
| 229D | **Calendar and Holidays** |
| 229E | **Wild Animals** |
| 229F | **Tame Animals and Fowls** |
| 229G | **Other Living Things** |
| 229H | **Colors and Shapes** |
| 229I | **Science and Numbers** |
| 229J | **Favorite Characters** |
| 229K | **Occupations** |
| 229L | **Geographic Environment** |

·T· TF229: Complete set of 12 color filmstrips with 6 cassette Teach-A-Tapes

◐ DF229: Complete set of 12 color filmstrips with 6 records

## 234: IT'S UP TO YOU

This filmstrip series offers a versatile and unique "open-ended" guidance presentation with a naturalistic approach to encourage self-discovery. Common behavior patterns are exposed in dramatic vignettes with which the child can readily identify. Each vignette isolates and examines a specific behavior pattern and its consequences. It builds to a dramatic climax, and stops.

The conclusion of the vignette may be developed in a number of ways such as: 1. As a directed classroom discussion 2. As an exercise in creative writing in which the child creates his own denouement. 3. As role playing with children supplying alternate endings. 4. As a diagnostic technique in probing individual behavior patterns and responses.

This series can be used repeatedly during the school year and, by varying the "open-end" technique, will remain fresh and exciting . . . a continuous source of discovery for the child. A teacher's guide is included at the end of every filmstrip. [P]

| | |
|---|---|
| 234A | **Pam Puts It Off** |
| 234B | **Rainy Day Riot** |
| 234C | **Copy Cats** |
| 234D | **Susie Won't Share** |
| 234E | **Take Charge Charlie** |
| 234F | **Unwilling Willie** |
| 234G | **Danny is Different** |
| 234H | **Best Friends** |
| 234I | **New Boy in Town** |
| 234J | **Who Believes Sally?** |

·T· TF234: Complete set of 10 color filmstrips with 5 cassette Teach-A-Tapes

DF234: Complete set of 10 color filmstrips with 5 records

## X202: UNDERSTANDING THE CITY

Cities have common histories including their unique geographic locations. They are distinguished by their cultural centers, public facilities, economic life, and problems. A look at cities, large, medium and small will help the student see that cities everywhere have common strengths and weaknesses. This look will also help the student understand that each city, like each individual, is unique. This set parallels the set Understanding the Community (X205). It will be useful in any classroom discussion of the city. [P]

| | |
|---|---|
| X202A | **Taking a Walk in the City** |
| X202B | **What's in a City?** |
| X202C | **Cities are Different** |
| X202D | **Where does the City Stop?** |
| X202E | **The Communities in a City** |
| X202F | **The Ever-Changing City** |

·T· TX202: Complete set of 6 sound filmstrips with 3 cassette Teach-A-Tapes and teacher's manual

## 68: TRIPS HERE AND THERE

**THE EXPERIENCES** offered through the various trips described will broaden the horizons of our primary grade pupils and prepare them for an understanding and appreciation of the social, geographic and cultural aspects of their community. [P]

| | |
|---|---|
| 68A | **Our Neighborhood Stores** |
| 68B | **Crossing A Bridge** |
| 68C | **People of Other Neighborhoods** |
| 68D | **People at Work** |
| 68E | **Visiting A Village** |
| 68F | **Visiting A Town** |
| 68G | **Visiting A Large City** |
| 68H | **A Trip to the Mountains** |
| 68 I | **Having Fun in a City** |

F68: Complete set of 9 captioned color filmstrips with teacher's manual

## 239: FAMILIES IN ACTION – SOCIAL STUDIES LEVEL I

This set analyzes the similarities and dissimilarities of eight families throughou the world. Four in the United States — one of which is Black and one fatherless The other four families are in England, Japan, Africa and the Fiji Islands. This set is useful with all the new Social Studies curricula.

The Individual Learning Guides, Filmstrips B, D, F, H, J, and L. includ Quizstrips that help evaluate the student's understanding of the concept and contents of the previous filmstrip. Instructions for use are included a the beginning of each Quizstrip. [P]

| | |
|---|---|
| 239A | **Let's Meet Some Families** |
| 239B | **Individualized Learning Guide —Let's Meet Some Families** |
| 239C | **Families Have Needs** |
| 239D | **Individualized Learning Guide —Families Have Needs** |
| 239E | **Families Work Together** |
| 239F | **Individualized Learning Guide —Families Work Together** |
| 239G | **Children Go to School** |
| 239H | **Individualized Learning Guide —Children Go to School** |
| 239I | **Families Have Fun** |
| 239J | **Individualized Learning Guide —Families Have Fun** |
| 239K | **Families are Different** |
| 239L | **Individualized Learning Guid —Families are Different** |

·T· TF239: Complete set of 12 color filmstrips with 6 cassette Teach-A-Tapes

## 192: LITTLE THINGS THAT COUNT

### FREEDOMS FOUNDATION AWARDS WINNER

**A GUIDANCE SERIES** emphasizing the most important basic lessons to be learned in character building. Centering around situations and experiences familiar to all children, the stories involve the joy of helping others, honesty, perseverance, responsibility, respect and good manners. A designated frame can be held on the screen while the class discusses ways to resolve the problem facing the children in the story.

| | |
|---|---|
| 192A | **The Busy Bees (Joy in helping others)** |
| 192B | **Lucy Learns to Share** |
| 192C | **Jerry Has a Surprise (Honesty is the best policy)** |
| 192D | **Try, Try Again (Perseverance)** |
| 192E | **One Rainy Day (Importance of listening)** |
| 192F | **Jim Learns Responsibility** |
| 192G | **Tony's Summer Vacation (Respect for property of others)** |
| 192H | **Please Is a Good Word (Good manners)** |

·T· TF192: Complete set of 8 color filmstrips with 4 cassette Teach-A-Tapes and teacher's manual

DF192: Complete set of 8 color filmstrips with 4 records and teacher's manual

## X205: UNDERSTANDING THE COMMUNITY

This set of six color sound filmstrips looks at a typical town or community and familiarizes the student with what a town is, how it functions, what is common to all towns and what is different. What is a community? It parallels the Eye Gate Set, Understanding the City (X202). [P]

| | |
|---|---|
| X205A | **Taking a Walk in the Community** |
| X205B | **What's in a Community?** |
| X205C | **Communities are Different** |
| X205D | **Where does the Community Stop?** |
| X205E | **"Communities" within the Community** |
| X205F | **The Ever-Changing Community** |

TX205: Complete set of 6 sound filmstrips with 3 cassette Teach-A-Tapes and teacher's manual

## 241: GUIDES FOR GROWING

A new way to open discussion about drugs and race. Teach the importance of truthfulness without preaching. Teach about ecology on a level the primary or intermediate child can discuss. Judie Berke has developed these fairy-tale stories with whimsical and exciting characters. They will teach with you — without the heavy handed pedantic approach. All ages will find this series to have charm, interest and tremendous value. The unusual art style crosses age lines Use these sound filmstrips for motivation. They will lead to discussion and concerned learning about the sensitive problem areas of our society. Travel with th Indian Princess Ecol to discover what the earth may be like in years to come; g with Fat Black Mack to "Cat U" and learn the importance of education to establis self respect; discover with your students the dead end world of Mary Jane the Butterfly as she is caught in the web of drugs.
An excellent series for reading readiness as well as guidance. [P/I]

| | |
|---|---|
| 241A | **Princess Ecol Visits the Planet Thrae (Ecology)** |
| 241B | **Miles Mugwump and Frannie Frantic (Decision Making)** |
| 241C | **Mary Jane, the Butterfly (Drugs)** |
| 241D | **Lewis-Lies-A-Lot Meets the Snapping-Grant-Giver (Truth)** |
| 241E | **Fat Black Mack (Minorities)** |
| 241F | **The Blue Gootches (Color Lines)** |

DF241: Complete set of 6 color filmstrips with 3 records

## 240: FAMILIES AROUND THE WORLD: NEW SOCIAL STUDIES' LEVEL III

A comparative approach to cultures around the world, this program begins with an overview of location and climate. Each filmstrip is then developed around several main ideas or generalizations; for example: 1. Education is important in social change. 2. Customs and traditions are passed from one generation to another. 3. In some parts of the world, change is effected very slowly. This series also emphasizes the functional requisites, for example:

1. Securing basic needs.
2. Education
3. Industry and agriculture
4. Transportation
5. Religion
6. Recreation
7. Production and Consumption

A teacher's guide is included at the end of every filmstrip. [P/I]

## LITTLE TOWN – U. S. A.

**A VISIT** to rural America, the many small towns and villages all over the nation forming the basic sociological structure of American life. An excellent companion series to Set No. 104. [P/I]

| | |
|---|---|
| 120A | **Types of Little Towns** |
| 120B | **Little Town, U. S. A.** |
| 120C | **Stores in Little Town** |
| 120D | **Shopping on Main Street** |
| 120E | **Food for Little Town** |
| 120F | **Houses in Little Town and Life on a Farm** |
| 120G | **Building a House in Little Town** |
| 120H | **Workers and Activities in Little Town** |
| 120 I | **People Who Help Little Town** |

F120: Complete set of 9 captioned color filmstrips with teacher's manual

## PERCEPTIVE READING PROGRAM

**Authors: Henry Sher, M.A. and Henry Grimaldi, B.A.**

The major objective of the Perceptive Reading Program is to help each student read basic material with skill and a sense of satisfaction.

The long range objectives are to help each student:

—learn to apply the **word recognition skills,**
—develop the **comprehension skills,**
—develop the various **language skills,**
—**read independently** for information and pleasure.

**LOST IN SPACE!** Twenty stories—yet actually one—about a boy and his dog who are caught up in the maelstrom of the space age. A cliffhanger for the primary grades.

These stories can be used as a springboard for experiences in other areas of curriculum; social studies and science as well as the language arts. [P]

| | |
|---|---|
| 217A | **Father Goes Away** |
| 217B | **Where is Winnie** |
| 217C | **Jay Sees Winnie** |
| 217D | **Ken Goes Home** |
| 217E | **A Surprise on TV** |
| 217F | **Father Calls Up** |
| 217G | **Winnie Is In Space** |
| 217H | **Father Comes Home** |
| 217 I | **School Is Out** |
| 217 J | **Ken Gets Ready** |
| 217K | **The Surprise** |
| 217L | **On Their Way** |
| 217M | **At the Airport** |
| 217N | **Welcome to Space** |
| 217O | **The Rocket TV Center** |
| 217P | **Boat Ride to the Rocket** |
| 217Q | **Looking for the Rocket** |
| 217R | **The Rocket Comes Down** |
| 217S | **Winnie is Found** |
| 217T | **Winnie is Home** |

DF217: Complete set of 20 color filmstrips, 10 records, 30 activity books, 12 introductory charts, and teacher's manual

## 104: BIG CITY – U. S. A.

**A SOCIAL DOCUMENTARY** representative of any large city in the U.S. with its problems of housing, employment, education facilities, police and fire protection, population, and the struggle for life and happiness. [P/I]

| | |
|---|---|
| 104A | **Big City—U. S. A.** |
| 104B | **Housing in Big City** |
| 104C | **Food for Big City** |
| 104D | **Big City Workers** |
| 104E | **Education in Big City** |
| 104F | **Police Protection in Big City** |
| 104G | **Fire Protection in Big City** |
| 104H | **Public Utilities in Big City** |
| 104 I | **Fun and Recreation in Big City** |

F104: Complete set of 9 captioned color filmstrips with teacher's manual

## X315: HOW THINGS ARE MADE

This set of filmstrips is designed to stir the child's curiosity - make him look at common, everyday items such as the shirt he is wearing, the car his parents drive, etc. and come to realize the combination of knowledge and talent that went into putting these items together.
Case studies of particular products are used for better and easier understanding. The guide for each filmstrip follows the "end" frame. [P/J]

| | |
|---|---|
| X315A | **Assembling a Car** |
| X315B | **Forming a Can** |
| X315C | **Processing Soup** |
| X315D | **Creating a Movie (or TV Program)** |
| X315E | **Making Clothing** |
| X315F | **Crafting a Chair** |

DX315: Complete set of 6 color filmstrips with 3 records

## 215: HOW TO GROW BOOKWORMS

**HOW TO GROW BOOKWORMS** is a program with constant challenge for the brightest child and consistent encouragement for the slowest child. It can be a supplement to any basic program of phonics and reading, and therefore avoids the "either-or" controversy of Individualized Reading vs. Basic Reading. It advocates the best of BOTH! The stated purpose of the filmstrip series is fourfold:

1. To guide the student into an individualized reading program.
2. To motivate the student so that he reads because he wants to and not because it is demanded of him.
3. To implement the trend toward individualization which is a key factor i the age of technology.
4. To guide the teacher in her role as counselor and diagnostician.

These purposes are reached through a careful arrangement and pleasing presentation of the basic elements of the program. They are:

SELF-SELECTION, PACING, SKILL DEVELOPMENT, SELF-EVALUATION, and TEACHER-EVALUATION. [P/I]

| | |
|---|---|
| 215A | **Motivation: Why We Read** |
| 215B | **Organizing The Reading Program: How We Learn To Read** |
| 215C | **Reading Comprehension: Basic Rules** |
| 215D | **Teacher-Pupil Conferences** |
| 215E | **The Literary Scope: What Do We Read** |
| 215F | **How To Make Book Reports** |
| 215G | **How To Improve Oral Reading** |
| 215H | **How to Share Our Reading** |

◐ DF215: Complete set of 8 color filmstrips with 4 records and teacher's manual

## 10-2: THE ART OF SEEING

Here is an exciting new series of sound filmstrips that enable the viewer to perceive commonplace, everyday things in an esoteric manner.

Inspirational in content and structure, these pictures can open a whole new world for your students. An excellent music track increases student involvement.

These filmstrips can be used in many areas of the curriculum: Social Studies, Humanities, Language Arts, Creative Arts, Creative Photography, Art Appreciation, and Creative Writing. [I/J/S]

| | |
|---|---|
| 10-2A | **Lions in New York** |
| 10-2B | **A Room with many views** |
| 10-2C | **African Safari** |
| 10-2D | **The Unknown** |

DF10-2: Complete set of 4 color filmstrips with 2 records

## 179: ENJOYING POETRY

**THIS SET OF FILMSTRIPS** will develop an understanding for and an appreciation of poetry. The student is presented with material he can both comprehend and enjoy. He will be led to understand how verse is composed and encouraged to write himself. [I/J]

| | |
|---|---|
| 179A | **Riddles** |
| 179B | **Limericks** |
| 179C | **Short Poems—Part I** |
| 179D | **Short Poems—Part II** |
| 179E | **Story Poem: Casey at the Bat by E. L. Thayer** |
| 179F | **Story Poem: Leak in the Dike by Phoebe Cary** |
| 179G | **Story Poem: Paul Revere's Ride by Henry Wadsworth Longfellow** |
| 179H | **Story Poem: Daniel Boone by Arthur Guiterman** |
| 179 I | **Story Poem: Barbara Frietchie by John Greenleaf Whittier** |

**Note:** Filmstrips 179E through 179 I are dramatically narrated on a high fidelity record or 3 handy Teach-A-Tape cassettes.

◐ DF179: Complete set of 9 color filmstrips with 1 record and teacher's manual

## X230: WHY DO WE ________?

This set will introduce to the student a variety of concepts of why man behaves as he does. The concepts selected all deal with man's physical habits. The child is introduced to the real reasons why man does these things rather than the oversimplified social reasons — i.e., we wear clothes to protect us from the environment, not because everyone else does. The set includes discussions of work, pay and play; rules and law; houses and clothing; growth, eating, sleeping and breathing; physical and emotional feeling; and death. [P/I]

| | |
|---|---|
| | **Work and Play** |
| | **Have Rules** |
| | **Have Homes** |
| X230D | **Grow** |
| X230E | **Feel** |
| X230F | **Die** |

TX230: Complete set of 6 color filmstrips with 3 cassette Teach-A-Tapes

DX230: Complete set of 6 color filmstrips with 3 records

## THE FUNDAMENTALS OF THINKING

**A FILMSTRIP SERIES ON THINKING** . . . a unique topic developed from the original research and theory of Dr. Louis E. Raths, distinguished service Professor of Education, Newark State College, Union, N. J. This potential learning concept is outlined in nine filmstrips devoted to nine basic thinking skills. [I/J]

| | |
|---|---|
| 151A | **Comparisons** |
| 151B | **Assumptions** |
| 151C | **Classifying** |
| 151D | **Critical Thinking** |
| 151E | **Problem Solving** |
| 151F | **Interpreting** |
| 151G | **Summarizing** |
| 151H | **Observing** |
| 151 I | **Analyzing** |

F151: Complete set of 9 captioned color filmstrips with teacher's manual Individual filmstrip

## GROWING THROUGH READING

**STIMULATE INTEREST** in learning to read better with this attractive set of filmstrips. This series aims to develop good attitudes and habits toward reading activities by relating visual impressions to reading, recognition, and concentration. [I]

| | |
|---|---|
| 100A | **Old World Landmarks** |
| 100B | **Landmarks in the United States** |
| 100C | **Famous Book Characters** |
| 100D | **Listening Skills** |
| 100E | **Appeal to the Senses** |
| 100F | **Interpretations and Skills** |
| 100G | **Reading Activities** |
| 100H | **Relationships and Events** |

F100: Complete set of 8 captioned filmstrips with teacher's manual

## X338: FIELD TRIPS OUT OF THE ORDINARY

Students take many field trips to key places near them This set takes the class to sites generally unavailable for actual trips. Through careful photography one sees each location and process more clearly than if one was there. The narration, simple art and explanation of each location has been prepared in cooperation with the experts who run these operations and installations. The last strip deals with the scientific research into yet untapped resources-using the Oceanographic Institute as a case study

The guide for each filmstrip follows the "end" frame. [I/J]

| | |
|---|---|
| X338A | **A Field Trip to an Oil Well** |
| X338B | **A Field Trip to A Coal Mine** |
| X338C | **A Field Trip to A Steel Mill** |
| X338D | **A Field Trip to A Lumber Mill** |
| X338E | **A Field Trip to A Nuclear Plant** |
| X338F | **Science for the Future— An Oceanographic Institute** |

·T· TX338: Complete set of 6 color filmstrips with 3 cassette Teach-A-Tapes

O DX338: Complete set of 6 color filmstrips with 3 records

## WORKERS FOR THE PUBLIC WELFARE

**THIS SET AIMS TO DEVELOP** concepts, understanding and appreciation of the many types of public workers whose major interest is the development of the health, safety and welfare of the people in whose community they serve. Excellent material for guidance and career study. **[P/I]**

| | |
|---|---|
| 140A | **Police and Police Protection** |
| 140B | **Fire and Fire Fighters** |
| 140C | **The Post Office and Postal Workers** |
| 140D | **Education and the Teacher** |
| 140E | **The Library and the Librarian** |
| 140F | **Social Service and the Social Worker** |
| 140G | **Sanitation and the Sanitation Workers** |
| 140H | **Transportation and Transportation Workers** |
| 140 I | **Recreation, Park and Playground Workers** |

F140: Complete set of 9 captioned color filmstrips with teacher's manual

## AMERICA AT WORK

**DEPICTED IN THIS SERIES** are the basic reasons for the growth and development of our country. Resources, products of fields, rivers, lakes and mountains, commerce and industry are graphically portrayed. **[I/J]**

| | |
|---|---|
| 42A | **Agriculture** |
| 42B | **Building for the Millions** |
| 42C | **How America is Clothed** |
| 42D | **Lumbering** |
| 42E | **Automobiles for Millions** |
| 42F | **Commercial Fishing** |
| 42G | **The Motion Picture** |
| 42H | **Coal Mining** |
| 42 I | **Iron and Steel** |

Complete set of 9 color filmstrips with teacher's manual

## 107: SOME NEIGHBORHOOD HELPERS

The worth of all workers and the contributions they make to all of us are stressed in this series. The first four filmstrips emphasize the importance of health and workers for health. The series will give an understanding of the importance of our neighborhood helpers. **[P/I]**

| | |
|---|---|
| 107A | **The Neighborhood Doctor** |
| 107B | **The Neighborhood Nurse** |
| 107C | **The Neighborhood Pharmacist** |
| 107D | **The Neighborhood Optometrist** |
| 107E | **The Neighborhood Barber** |
| 107F | **The Neighborhood Beautician** |
| 107G | **The Neighborhood Newspaper Store** |
| 107H | **The Automobile Service Station** |
| 107 I | **The Neighborhood Fish Store** |

F107: Complete series of 9 captioned color filmstrips with teacher's manual

## 96: OUR NEIGHBORHOOD WORKERS

**A FILMSTRIP SERIES** designed to introduce a variety of workers and professions to students eager to learn more about them. Taken from children's experiences, the subject matter is sufficiently familiar to be understood by all viewers. This set will help the children see more clearly the large number of workers who contribute to their health and safety. **[P/I]**

| | |
|---|---|
| 96A | **The Baker** |
| 96B | **The Dairyman** |
| 96C | **The Shoemaker** |
| 96D | **The Tailor** |
| 96E | **Our Neighborhood Laundry** |
| 96F | **The Butcher** |
| 96G | **The Banker** |
| 96H | **The Watchmaker and Jeweler** |
| 96 I | **The Fruit and Vegetable Store** |

F96: 9 captioned color filmstrips with teacher's manual

## THE AMERICAN FARMER AND OUR FOOD SUPPLY

**A FILMSTRIP** study of the American Farmer, often called the backbone of the American people. An introduction to life on the farm, the crops produced, the marketing problems, and the contrasts between rural living and life in the big city. **[I/J]**

| | |
|---|---|
| 54A | **The American Farmer** |
| 54B | **Animals on the Farm** |
| 54C | **Machines on the Farm** |
| 54D | **Wheat for Bread** |
| 54E | **Corn for All** |
| 54F | **Dairy Farming** |
| 54G | **Cattle Raising** |
| 54H | **Fruit Farming** |
| 54 I | **Truck Farming** |

TF54: Complete set of 9 captioned color filmstrips with 5 cassette Teach-A-Tapes and teacher's manual

F54: 9 captioned color filmstrips with teacher's manual

## X324: HOW WE BUILD THINGS

This instructional set is particularly designed to acquaint the intermediate student with the construction of the major man-made structures he sees in his everyday environment. The method used to follow the construction of such structures will prove most enlightening and keep the interest of the student keen. [I]

| | |
|---|---|
| X324A | **How We Build Houses** |
| X324B | **How We Build Skyscrapers** |
| X324C | **How We Build Cities** |
| X324D | **How We Build Roads** |
| X324E | **How We Build Bridges** |
| X324F | **How We Build Ships** |

DX324: Complete set of 6 color filmstrips with 3 records

## THE STORY OF TRANSPORTATION

From the horse and the wheel, to the steamboat, locomotive and airplane, a dramatization showing how the development of civilization parallels the progress of transportation. The nine filmstrips and 10 large, beautifully colored wall charts give the student a dramatic pictorialization which will be long remembered. [P/I]

| | |
|---|---|
| 49A | **Transportation on Foot** |
| 49B | **The Wheel in Transportation** |
| 49C | **Animals in Transportation** |
| 49D | **Transportation in the American Colonies** |
| 49E | **Roads, Bridges, and Tunnels** |
| 49F | **The Railroad in Transportatio** |
| 49G | **Transportation by Water** |
| 49H | **Transportation in the Air** |
| 49 I | **Modern Land Transportation** |

·T· TF49: Complete set of 9 captioned color filmstrips with 5 cassette Teach-A-Tapes, 10 charts and teacher's manual

## THE STORY OF HOUSES

**FROM CAVE DWELLINGS,** tree houses, tents and log structures to stone manors, town houses and apartment buildings, man has struggled to improve his place of shelter. This exciting progress story is presented in nine handsomely illustrated filmstrips. [P/I]

| | |
|---|---|
| 48A | **The First Homes** |
| 48B | **Strange Homes** |
| 48C | **More Strange Homes** |
| 48D | **The First Permanent Houses** |
| 48E | **Dwellers in Tents** |
| 48F | **Castle and Manor Houses** |
| 48G | **Homes Around the World** |
| 48H | **Homes of the American Indians** |
| 48 I | **Homes in the United States—Old and New** |

·T· TF48: Complete set of 9 captioned color filmstrips with 5 cassette Teach-A-Tapes and teacher's manual

F48: 9 captioned color filmstrips with teacher's manual

## THE STORY OF COMMUNICATION

**BEGINNING** with the inarticulate sounds of primitive man, this series of filmstrips develops in an accurate and historical manner, the story of communication through the centuries. [P/I/J]

| | |
|---|---|
| 53A | **Signs and Signals** |
| 53B | **Speaking and Writing** |
| 53C | **Paper and Books** |
| 53D | **Messengers** |
| 53E | **The Mail Goes Through** |
| 53F | **Communication by Sound** |
| 53G | **Communication by Light** |
| 53H | **Communication by Electricity** |
| 53 I | **The Modern Means of Communication** |

·T· TF53: Complete set of 9 captioned color filmstrips with 5 cassette Teach-A-Tapes and teacher's manual

## 162: SEEING THE USE OF NUMBERS SET V

**THESE FILMSTRIPS** are designed to help children at the appropriate level of educational development to organize and to extend somewhat their intuitive knowledge of mathematical concepts and skills, and so to clarify this knowledge. None of these filmstrips are designed to be used for initial teaching. The idea density is extremely high and pupils with little previous acquaintance with a topic might be confused. Each filmstrip is a carefully developed lesson, so designed that it may be presented as a whole or in several parts. The well developed manual has some excellent suggestions for varied uses of the filmstrips. They may be used with individuals or with the whole class. [I]

| | |
|---|---|
| 162A | **Numbers, Numerals, and Operations** |
| 162B | **Addition and Subtraction of Whole Numbers** |
| 162C | **Multiplication and Division of Whole Numbers** |
| 162D | **Factors and Products** |
| 162E | **Working with Fractions** |
| 162F | **Estimating Answers, Interpreting Answers** |
| 162G | **Measures** |
| 162H | **Perimeters and Areas** |
| 162 I | **Addition and Subtraction of Fractions** |
| 162 J | **Fractions in Decimal Notation** |

F162: Complete set of 10 captioned color filmstrips with teacher's manual

## 51: ARITHMETICAL EXPERIENCES FOR THE THIRD YEAR

**THIS SET OF FILMSTRIPS** is a natural sequel to the previous series, "WORK AND PLAY WITH NUMBERS" and "BRIDGING THE DECADES." It carries on the development of arithmetic through common everyday experiences of the children. [P]

| | |
|---|---|
| 51A | **The Game of "How Many"** |
| 51B | **Experiences With Measurements** |
| 51C | **More Experience With Measurements** |
| 51D | **Experiences With the Thermometer and With Money** |
| 51E | **Experiences With Time** |
| 51F | **Experiences With Counting** |
| 51G | **Experiences With Numbers** |
| 51H | **Experiences With Comparisons** |
| 51 I | **Experiences With Fractions** |

F51: Complete set of 9 captioned color filmstrips with teacher's manual

## 9-2: GUIDANCE FOR YOUNG PEOPLE

Here is a reliable set of sixteen sound filmstrips planned to help start discussions with Intermediate, Junior and Senior High young people. Raising questions about lying, cheating, love, honor and respect, these stories open channels for discussion in areas too sensitive to raise with examples from your own classes. Listed with the title of each filmstrip below is the subject and grade level.

| | |
|---|---|
| 9-2A | **The Compass (I/J) (Habit of lying)** |
| 9-2B | **The Golden Rule (I/J) (New friends)** |
| 9-2C | **Squaring Yourself (I/J) (Stealing)** |
| 9-2D | **An Acted Lie (I/J) (Lying)** |
| 9-2E | **Perspective (J/S) (Understanding Oneself)** |
| 9-2F | **A Vacation Trip (J/S) (Goals for success)** |
| 9-2G | **Consequences (J/S) (Your actions affect many)** |
| 9-2H | **Getting Even (J/S) (Repay wrong with right)** |
| 9-2 I | **How Big Is Love (I/J) (Children in family)** |
| 9-2 J | **No One will Know the Difference (I/J) (Cheating)** |
| 9-2K | **Courage (I/J) (What is courage)** |
| 9-2L | **Reliability Zero (I/J) (Dependability)** |
| 9-2M | **Honor Thy Father and Thy Mother (I/J) (Character vs Origin)** |
| 9-2N | **Stewardship (I/J) (Time and Money are important)** |
| 9-2O | **He Lost His Head (I/J) (Temper)** |
| 9-2P | **A Big Decision (J/S) (Truth and sportsmanship)** |

TF9-2: Complete set of 16 color filmstrips with 8 cassette Teach-A-Tapes and teacher's manuals

## FOCUS ON LANGUAGE

**FOCUS ON LANGUAGE** uses the modern methods of the "New English" to help students think about language and how it works for them. The series of sound filmstrips consists of two parts. The first section explores aspects of the workings of language. This includes uses, origins, and ideas that are important in a general approach to the study of linguistics. The second part of FOCUS ON LANGUAGE is an introduction to transformational grammar. The premise of this method is, basically, that grammar is a series of rules that describes, as simply as possible, how any sentence in a given language may be generated. It, thus, aids in clearly illustrating the structure and function of the language we use and provides a key to the way in which English sentences are formed. The filmstrips included in the series are an introduction to linguistics. The use of this series will establish an approach to linguistics in the classroom and will provide a factual basis to pave the way to further study. The series was written by Maxine Haleff, M. F. A. Dr. Paul Postal, Research Staff Member, T. J. Watson Research Center, served as consultant on Transformational Grammar and Linguistics. [I/J]

| | |
|---|---|
| 208A | **How We Use Language** |
| 208B | **What is Language** |
| 208C | **The Sounds of Language** |
| 208D | **Language and Writing** |
| 208E | **American Dialects** |
| 208F | **The English Sentence** |
| 208G | **Introduction to the Noun Phrase** |
| 208H | **Introduction to the Verb Phrase—Part 1** |
| 208 I | **Introduction to the Verb Phrase—Part 2** |
| 208 J | **Transformations** |

○ DF208: Complete set of 10 color filmstrips with 5 records and teacher's manual

## W400: MY MOTHER HAS A JOB

This series of six sound filmstrips dealing with today's working mother promises to intrigue and inform our young and more advanced learners. What child has not wondered what type of work his mother performs outside of the home? These filmstrips will enlighten him as to job functions and surroundings of various professions in which many women engage today. We will see the nurse's solicitude for her patient—the artist's creativity, the teacher's dedication to her students—the Ad Agency's fascinating world of product promotion—the retail clerk's sales manner and presentation of interesting items to be sold—and of course, the ever-important role of women engaged in the thousands of factory occupations throughout our country. Details of the various steps taken to perform and accomplish each of these jobs, we believe, will be of tremendous aid to the teacher in the social studies and vocational areas. [P/I]

| | |
|---|---|
| W400A | **The Advertising Agency Executive** |
| W400B | **The Retail Clerk** |
| W400C | **The Nurse** |
| W400D | **The Teacher** |
| W400E | **The Commercial Artist** |
| W400F | **The Factory Worker** |

·T· TW400: Complete set of 6 color filmstrips with 6 cassette Teach-A-Tapes and teacher's manual

DW400: Complete set of 6 color filmstrips with 6 records and teacher's manual

## 147: FUNDAMENTALS OF VOCABUALRY BUILDING

**HELP INCREASE** the sight vocabulary and the reading vocabulary at the Jr. High level with this timely series of filmstrips. The set includes a study in configuration . . . a valuable exercise in visualization, reasoning, and judgment. [I/J]

| | |
|---|---|
| 147A | **Name the Right Word** |
| 147B | **Words that Rhyme** |
| 147C | **Synonyms** |
| 147D | **Homonyms** |
| 147E | **Find Another Word** |
| 147F | **Prefixes and Suffixes** |
| 147G | **Singular and Plural** |
| 147H | **Seeing Words Clearly** |
| 147I | **The Dictionary and Other Reference Books** |

F147: Complete set of 9 captioned color filmstrips with teacher's manual

## FUNDAMENTALS OF LANGUAGE ARTS

**IMPROVE COMPREHENSION** in the Language Arts with this set covering large areas of the school curriculum for the entire year. This filmstrip series will give your students: a knowledge of literature, literary appreciation, an interest in the world of books and improved reading for pleasure. [I/J]

| | |
|---|---|
| 110A | **Select the Best Title** |
| 110B | **Name the Picture** |
| 110C | **Can You Tell Why?** |
| 110D | **Select the Right Words** |
| 110E | **Famous Events in American History** |
| 110F | **Famous Works of Art** |
| 110G | **Famous People** |
| 110H | **Historic Places** |
| 110 I | **Story Book People** |

F110: Complete set of 9 captioned color filmstrips with teacher's manual

## FUNDAMENTALS OF GRAMMAR

**THE FANCIFUL CONCEPT** of a House of Grammar with the parts of speech personified, makes them realistic to your pupils. Nine filmstrips in color and clever design present grammar concepts clearly. The individual student can use the filmstrips for review or introduction. The whole class will gain new understanding of grammar concepts. [I/J]

| | |
|---|---|
| 86A | **The Name Calling Mr. Noun** |
| 86B | **The Singular and the Plural Mr. Noun** |
| 86C | **The Possessive Mr. Noun** |
| 86D | **Mr. Pronoun—Substitute for Mr. Noun** |
| 86E | **A Second Visit to Mr. Pronoun** |
| 86F | **Mr. Adjective—Helper to Mr. Noun** |
| 86G | **Mr. Verb—Man of Action** |
| 86H | **Mr. Adverb—Man of All Work** |
| 86 I | **Mr. Conjunction, Mr. Preposition, and Mr. Interjection** |

F86: Complete set of 9 captioned color filmstrips with teacher's manual

## WE'RE GROWING UP

**A BASIC GUIDANCE** filmstrip series to help encourage school beginners to develop healthier personality traits. The positive approach builds better language facility, encourages self-expression, and reinforces the child's attitude regarding early experiences at school. Appealing and clear-cut stories demonstrate the need and observation of safety rules, good manners, good health habits, and pride of achievement, understanding personal feelings and emotions. The series is ideal for early childhood education, especially in showing youngsters how to adjust to work and play situations.
There are songs to learn and sing—one song to a record—giving the teacher an opportunity to encourage sing-along sessions. [K/P]

| | | | |
|---|---|---|---|
| 194A | **A Big Day for Johnny** | 194C | **I Made It Myself** |
| 194B | **Picnic in the Park** | 194D | **The Safe Way** |

·T· TF194: Complete set of 4 color filmstrips with 2 cassette Teach-A-Tapes and teacher's manual

○ DF194: Complete set of 4 color filmstrips with 2 records

## X333: FACTS ABOUT DRUGS' ALCOHOL AND TOBACCO

This set is designed for "children". It is a simplified approach to drugs, alcohol and tobacco which simply deals with them as items which are injurious, dangerous and not acceptable. Smoking is dealt with as something a lot of parents may do, but it isn't healthy. Alcohol is dealt with as unpleasant, unhealthy, and in a way which acquaints the child with the performance of alcohol and those heavily under the influence of alcohol. Drugs are presented as physiologically dangerous. The series is designed to be informative and to take away the attraction of the unknown "mystique". The guide for each filmstrip follows the "end" frame. [I]

| | | | |
|---|---|---|---|
| X333A | **Facts about Tobacco** | X333D | **Facts about Marijuana** |
| X333B | **Facts about Alcohol** | X333E | **Facts about Hard Drugs** |
| X333C | **Facts about Pills and Vapors** | X333F | **The World of the Abuser** |

·T· TX333: Complete set of 6 color filmstrips with 3 cassette Teach-A-Tapes

○ DX333: Complete set of 6 color filmstrips with 3 records

## 34: MANNERS MAKE A DIFFERENCE

**REGARDLESS OF THE PLACE** or the situation, one's manners often create a lasting impression on others. This filmstrip series offers a guidance program of Good Manners and demonstrates how they can be cultivated. Unselfishness, thoughtfulness, and consideration are the important objectives stressed in this series. [I/J]

| | | | |
|---|---|---|---|
| 34A | **Why We Need Good Manners** | 34F | **Good Manners for Social Occasions** |
| 34B | **Good Manners at School** | 34G | **Good Table Manners** |
| 34C | **Good Manners at Home** | 34H | **Good Manners in Friendship** |
| 34D | **Good Manners at Play** | | |
| 34E | **Good Manners on the Street and in Public Conveyances** | | |

·T· TF34: Complete set of 8 color filmstrips with 4 cassette Teach-A-Tapes and teacher's manual

○ DF34: Complete set of 8 color filmstrips with 4 records and teacher's manual

## 202: ME, MYSELF AND I

**A SIMPLE, ELEMENTARY COURSE** which presents the basic principles of psychology. It is designed to supplement the new elementary guidance programs. This program meets a vital need as it gives support to psychologists, counselors, and teachers interested in preventive guidance. Use one or more filmstrips with each session. Can also be used with adult groups who wish to discuss children's problems. [I]

| | |
|---|---|
| 202A | **Who Am I** |
| 202B | **Why Do My Feelings Change** |
| 202C | **What Can I Do About It** |
| 202D | **How Can I Improve Myself** |
| 202E | **What About Other People** |
| 202F | **Where Do We Go From Here** |

·T· TF202: Complete set of 6 color filmstrips with 3 cassette Teach-A-Tapes and teacher's manual

○ DF202: Complete set of 6 color filmstrips with 3-7 inch records and teacher's manual

## YOUR BODY AND HOW TO TAKE CARE OF IT

**A PRIMER OF PHYSIOLOGY** covering topics related to good health and the proper cultivation of constructive habits that insure natural development. Designed to help students comprehend the vital functions of the human body and learn the measures required to maintain perfect health. [I/J]

| | |
|---|---|
| 69A | **Take Care of Your Health** |
| 69B | **Your Bones and Muscles** |
| 69C | **Your Lungs and How You Breathe** |
| 69D | **Your Heart and Circulation** |
| 69E | **The Digestive System** |
| 69F | **Your Eyes** |
| 69G | **Your Ears and Hearing** |
| 69H | **Your Teeth** |
| 69 I | **Man's Battle Against Disease** |

F69: Complete set of 9 captioned color films and teacher's manual

## 29: GOOD HEALTH AND YOU

**THIS SERIES** of filmstrips avoids completely the physiological approach to health. Instead, using specially designed miniature sets and puppets by John Obold, it presents typical life experiences of girls and boys in the lower grades in such a way as to help the teacher instruct them in conforming to desirable health patterns. [P]

| | |
|---|---|
| 29A | **Why Be Healthy** |
| 29B | **Health and Eyes** |
| 29C | **Health and Teeth** |
| 29D | **Right Clothes Help Health** |
| 29E | **Health and Exercise** |
| 29F | **Health and Safety** |
| 29G | **Right Foods Help Health** |
| 29H | **Community Helpers For Health** |
| 29 I | **Right Habits Help Health** |

F29: 9 color filmstrips and teacher's manual

## H354: LET'S LOOK AT DRUGS

This series created for Primary Grades presents drug awareness from a physical and mental point of view. We learn that we can't pollute our bodies and minds any more than we can our rivers and streams. The guide for each filmstrip follows the "end frame. [P]

| | |
|---|---|
| H354A | **Ecology of Our Bodies** |
| H354B | **Pills in a Pill Culture** |
| H354C | **Doctors' Viewpoint** |
| H354D | **Alcohol, and Tobacco** |
| H354E | **Marijuana, Stimulants and Depressants** |
| H354F | **Drugs and Your Future** |

Complete set of 6 color filmstrips with 3 records

## 105: FUNDAMENTALS OF SCIENCE – SET I

**AN INTRODUCTION** to basic science in terms that the youngest member of the class can understand. Presented in simple language, each filmstrip is an invitation to learning, since it accents picture interpretation and diagram recognition. **[K/P]**

105A **Spring and Summer**
105B **Autumn and Winter**
105C **Air, Wind and Weather**
105D **Just Animals**
105E **Animals Grow and Change**
105F **Plants Grow and Change**
105G **Experiences with Water**
105H **Sounds Around Us**
105 I **Rolling Along**

F105: 9 captioned color filmstrips with teacher's manual

## 111: FUNDAMENTALS OF SCIENCE – SET II

**THIS SERIES** follows set one in logical sequence. It introduces children to the vast and interesting world of science; assists them in doing simple experiments; and develops an understanding of scientific concepts. **[P]**

111A **The Earth is Always Changing**
111B **Water and Soil**
111C **How Animals Live**
111D **Plants**
111E **Plants and Seeds**
111F **Working with Magnets**
111G **Weather Changes**
111H **Off We Go**
111 I **The Earth and the Sun**

F111: 9 captioned color filmstrips with teacher's manual

## 119: FUNDAMENTALS OF SCIENCE – SET III

**A FILMSTRIP SERIES** more advanced in content. It presents provoking material that emphasizes the interdependence of all living things. A study in relationships, and the orderly, complex machinations of the universe. **[P/I]**

119A **A Visit to a Weather Station**
119B **Weather Maps and Weather Forecasting**
119C **All Kinds of Weather**
119D **Living Things Need Food**
119E **The How and Why of Keeping Food**
119F **Our Earth is Part of the Solar System**
119G **Simple Machines**
119H **Machines Help Us Trav**
119 I **Messages Travel and a Recorded**

F119: Complete set of 9 captioned color filmstrips with teacher's manual

## 132: FUNDAMENTALS OF SCIENCE – SET IV

**THIS SET** of filmstrips is the fourth of a complete series for the Elementary and Junior High Schools. It aims to develop in your pupils the ability to anticipate how mankind will solve most of his problems susceptible to scientific research and evaluation. **[I]**

132A **The Earth—A Great Storehouse**
132B **Natural Resources: Coal, Oil, Natural Gas**
132C **The Importance of Conservation**
132D **Green Plants**
132E **Living Things Need Other Living Things**
132F **Animals Affect Man and Other Living Things**
132G **The Moon—Our Nearest Neighbor in Space**
132H **Stars and Planets**
132 I **Electricity in Everyday Life**

F132: Complete set of 9 captioned color filmstrips with teacher's manual

## 143: FUNDAMENTALS OF SCIENCE – SET V

**DESIGNED TO EXPLAIN** to your pupils the necessity of soil conservation, the importance of varied means of transportation, and an introduction into space. It explains to your pupils, that the study of science itself actively involves discovery and exploration. **[I]**

143A **Earth and Soil**
143B **Our Changing Earth**
143C **Getting There and Back—on Land**
143D **Getting There and Back—on Water**
143E **Getting There and Back—by Air**
143F **Plants and Seeds Travel**
143G **Animals Also Travel**
143H **Neighbors in Space**
143 I **Outer Space—the Newest Frontier**

F143: 9 captioned color filmstrips with teacher's manual

## 72: THE WORLD OF INSECTS

**BASIC ANATOMY AND** the habits of a variety of insects; their life cycle. Insects that are useful or harmful to man and other aspects of insect life, including their role in the balance of nature. **[P/I]**

72A **Butterflies and Moths**
72B **The Honey Bee**
72C **The House Fly and Its Relatives**
72D **The Mosquito**
72E **The Ant**
72F **Household Pests**
72G **Some Useful Insects**
72H **Insects That Destroy Plants**
72 I **Odd Insects the World Over**

•T• TF72: Complete set of 9 captioned color filmstrips with 5 cassette Teach-A-Tapes and teacher's manual

F72: 9 captioned color filmstrips with teacher's manual

## ASTRONOMY IN THE SPACE AGE

Author:
Jerome J. Notkin, Ed.D.
Director, Astronomy and Space Science Institute, Hofstra University, N. Y.

A timely science series designed to reveal scientists' present knowledge of the universe and to encourage the student to form useful concepts concerning it.

This unit will help develop an understanding of our indebtedness to early astronomers, a comprehension of the immensity of tasks ahead, and a growing awareness regardin the methods and contributions of scientists in general. [I/J/S]

| | | | |
|---|---|---|---|
| 207A | **The Sun** | 207F | **Stars, Constellations, and Galaxies** |
| 207B | **The Moon** | 207G | **Methods and Tools of Astronomers** |
| 207C | **The Earth** | 207H | **Space Travel** |
| 207D | **The Solar System** | | |
| 207E | **The Solar System: Lesser Members** | | |

DF207: Complete set of 8 color filmstrips with 4 records and teacher's manual

## THE SPACE AGE

**GIVE YOUR STUDENTS** an insight into the history of space flight, its hazards and achievements. Pupils will derive additional motivation and interest in the material presented to stimulate their thinking and awareness toward scientific exploration. [I/J]

| | |
|---|---|
| 131A | **Pioneers of Space** |
| 131B | **Exploration of Space** |
| 131C | **Atoms in Space** |
| 131D | **Aviation in the Space Age** |
| 131E | **The Conquest of Space** |
| 131F | **Man Travels in Space** |
| 131G | **Hazards in Space Travel** |
| 131H | **Destination in Space** |
| 131 I | **Stations on the Moon** |

M150: 2 color filmstrips with teacher's manual

## FUNDAMENTAL ELEMENTS OF WEATHER

**THE ELEMENTARY ASPECTS** of weather phenomena and the importance of weather to the pursuits of man is presented in detail. The practical approach rather than intricate technical details provides an opportunity for deeper understanding. [I/J]

| | |
|---|---|
| 101A | **Weather and Life** |
| 101B | **The Weather Powerhouse** |
| 101C | **Adventures of a Raindrop** |
| 101D | **Our Ocean of Air** |
| 101E | **Whirling Winds** |
| 101F | **The World of Clouds** |
| 101G | **Thunder and Lightning** |
| 101H | **Weatherman at Work** |
| 101 I | **Changing the Weather** |
| 101 J | **Weather Folklore** |

F101: Complete set of 10 captioned color filmstrips with teacher's manual

## WONDERS OF THE SKY

**ASTRONOMY** is portrayed in filmstrip form tracing primitive discoveries to modern times, dramatizing the important revelations and techniques of today in exploring space. Students will grasp the intricacies of scientific research responsible for expanding our present knowledge of the universe. [I/J]

| | |
|---|---|
| 88A | **Man Studies the Sky** |
| 88B | **Our Sizzling Sun** |
| 88C | **Our Silvery Moon** |
| 88D | **The Milky Way** |
| 88E | **Sky Patterns** |
| 88F | **Life on Other Planets** |
| 88G | **Laws of the Sky** |
| 88H | **The Earth in Space** |
| 88 I | **Time, Space, and Energy** |

F88: Complete set of 9 captioned color filmstrips with teacher's manual

## MYSTERIES OF SCIENCE

**THE MORE DEEPLY** science penetrates the mysteries of the universe, the more remarkable and mysterious the search becomes. A provocative set of sound filmstrips recounting the ever present phenomena and enigmatic factors influencing ant life, migration, gravity, the mysteries of light, etc. A study of some of the incredible principles affecting all creation. [I/J]

| | |
|---|---|
| 3A | **The Web of Wonder (The Challenge of Science)** |
| 3B | **Air Conditioned Planet (Mysteries of Water)** |
| 3C | **Wild Navigators (The Mystery of Migration)** |
| 3D | **A Strange Friend (Mysteries of Termite Life)** |
| 3E | **Cosmic Glue (Mystery of Gravity)** |
| 3F | **Magic White Sand (Mystery of Salt)** |
| 3G | **The Night the Moon Was Late (Mysteries of Light)** |
| 3H | **Gifts from Lightning (Mystery of Lightning)** |

DF3: Complete set of 8 color filmstrips with 4 records and teacher's manual

## X46: AN INTRODUCTION TO ECOLOGY: SIX BASIC SYSTEMS

Designed to introduce students in Grades 4-8 to the basic inter-relationship between plants and animals. Six basic ecosystems are examined. The uniqueness of each system is studied as well as similarities of needs such as water, air and food all of which provide continuity from system to system. The succession of the landscape is also examined. [I/J]

| | |
|---|---|
| X46A | **Upland Forest** |
| X46B | **Lowland Forest** |
| X46C | **Marshes** |
| X46D | **Grasslands** |
| X46E | **Streams and Ponds** |
| X46F | **Tidal Zone** |

X46: Complete set of 6 captioned color filmstrips with teacher's manual

## U380: UNDERSTANDING ASTRONOMY

Presents in a detailed but non-technical understanding of the earth, the solar system, and the stars. Highlighted with current pictures of moon and Mars explorations. Especially suited as enrichment, motivational material to broaden student appreciation of current U.S.A. space programs. [I/J]

| | |
|---|---|
| U3801 | **Billions of Stars** |
| U3802 | **The Sun, Our Daytime Star** |
| U3803 | **Our Solar System** |
| U3804 | **Planet Earth** |
| U3805 | **The Moon, Earth's Satellite** |
| U3806 | **Asteroids, Comets and Meteors** |

DU380: Complete set of 6 captioned color filmstrips with 3 records and teacher's manual

## 99: THE CONSERVATION OF OUR RESOURCES

**NEVER BEFORE** has America prompted into action more surveys and recommendations than it has today as large sections of the nation face the monumental problems of CONSERVATION. The class will examine the vital relationship between man and his natural resources and understand the constructive measures in progress. [I/J]

| | |
|---|---|
| 99A | **This Land of Ours** |
| 99B | **The Waste of Our Resources** |
| 99C | **The Need for Conservation** |
| 99D | **Water and its Conservation** |
| 99E | **Soil and its Conservation** |
| 99F | **The Conservation of Our Forests** |
| 99G | **The Conservation of Wildlife** |
| 99H | **The Conservation of Minerals** |
| 99 I | **The Conservation of Human Resources** |

F99: 9 captioned color filmstrips with teacher's manual

## X237: WORKING WITH MAPS

The skills associated with using maps and the wealth of material presented on maps of various kinds is often neglected in today's curriculum. This set is designed to present the skills required to use maps intelligently. These include scale, latitude, longitude; maps of various types include road, topographic, relief and weather, map projections, their purposes and problems—and the globe as a map. [I/J]

| | |
|---|---|
| X237A | **Reviewing the Elements of a Map** |
| X237B | **The Globe** |
| X237C | **Political and Topographic Maps** |
| X237D | **Isograms** |
| X237E | **Special Purpose Maps** |
| X237F | **Projections** |

DX237: Complete set of 6 color filmstrips with 3 records

## M2: MAPS AND HOW TO USE THEM

**A FILMSTRIP SERIES** to develop map and globe skills . . . produced with the cooperation of the American Geographic Society by Museum Extension Service. This complete filmstrip library on maps proceeds from the simplest of flat maps to the use of globes. [I].

| | |
|---|---|
| M21 | **What a Map Is** |
| M22 | **Elements of a Map** |
| M23 | **Using Common Maps** |
| M24 | **Maps of Physical Features** |
| M25 | **Maps for Special Purposes** |
| M26 | **The Globe** |
| M27 | **Using the Globe** |
| M28 | **Flat Maps of a Round Globe** |
| M29 | **Maps for the Air Age** |
| M30 | **Maps Through the Ages** |

M2: 10 captioned color filmstrips with teacher's manual

## U280 VISIT A COUNTRY – HEAR ITS STORIES

Each filmstrip in this series tells the story of a typical child in a foreign country. As a result, each child in your classroom can relate to his counterpart in countries throughout the world. In so doing he will realize and later appreciate significant cultural similarities and differences that exist around the globe. Each story is enriched with some of the legends and traditional child-lore of that particular country. Principal emphasis is placed on familiar stories that have universal appeal, such as stories by Hans Christian Andersen. [P/I]

| | | | |
|---|---|---|---|
| U2801 | **Denmark** | U2806 | **England** |
| U2802 | **Norway** | U2807 | **Greece** |
| U2803 | **Germany** | U2808 | **Kenya, East Africa** |
| U2804 | **Holland** | U2809 | **Japan** |
| U2805 | **Italy** | U2810 | **Mexico** |

DU280: Complete set of 10 color filmstrips

## THE WONDERLAND OF SCIENCE

**A SERIES OF FILMSTRIPS** intent upon cultivating an objective attitude among our students. Understanding natural phenomena, together with a presentation of useful, interesting and factual knowledge is intended. [P/I]

| | |
|---|---|
| 45A | **The Wonder of the Steam Engine** |
| 45B | **The Wonder of Electricity** |
| 45C | **The Wonder of the Electric Light** |
| 45D | **The Wonder of the Telephone** |
| 45E | **The Wonder of the Phonograph** |
| 45F | **The Wonder of the Telegraph** |
| 45G | **The Wonder of Rubber** |
| 45H | **The Wonder of the Motion Picture** |
| 45 I | **The Wonder of the Wireless** |

F45: 9 captioned filmstrips with teacher's manual

## 43: SCIENCE IN EVERYDAY LIFE

**INTRIGUING FILMSTRIPS** pointing out the scientific background of common everyday occurrences. What makes weather? Why is the sky blue? These and many other experiences in our daily lives are explained simply and scientifically. [I]

| | |
|---|---|
| 43A | **Water and Its Importance** |
| 43B | **Air and Life** |
| 43C | **Soil and its Uses** |
| 43D | **The Sounds We Hear** |
| 43E | **Light in Our Daily Lives** |
| 43F | **What Makes the Weather?** |
| 43G | **Machines for Daily Use** |
| 43H | **Airplanes and How They Fly** |
| 43 I | **The Stars in the Sky** |

F43: 9 color filmstrips with teacher's manual

## M140: THE INTERDEPENDENCE OF NATURE

The balance of nature is described and explained and reasons given why we should strive to maintain this balance at all times. Throughout the series the importance of conservation is stressed. [I/J]

| | | | |
|---|---|---|---|
| M1401 | **The Cycle of Nature** | M1403 | **The Four Seasons** |
| M1402 | **The Balance of Nature** | M1404 | **Conservation** |

T TM140: Complete set of 4 captioned color filmstrips with 2 cassette Teach-A-Tapes and teacher's manual

M140: 4 color filmstrips with teacher's manual

## CHILDREN AROUND THE GLOBE

**HOW CHILDREN LIVE** in different cultural areas is shown against a background of activities revealing a story of the country's past and present. [P/I]

| | | | |
|---|---|---|---|
| M801 | **I Live in Egypt** | M803 | **I Live in Guatemala** |
| M802 | **I Live in Greece** | M804 | **I Live in the West Indies** |

·T· TM80: Complete set of 4 captioned color filmstrips with 2 cassette Teach-A-Tapes and teacher's manual

M80: 4 captioned color filmstrips with teacher's manual

# (New) U.S. REGIONAL STUDIES (New)

The 50 States have been grouped into 7 regions: the Northeast States, the Southern States, the North Central States, the Southwest States, the Rocky Mountain States, the Pacific Coast States, and the Frontier States. Every region, state, city, town and person in our country is different. This new series has been carefully developed to show the range and scope of each region. The economic and cultural trends in each region are demonstrated. Comparison, one region to another, is also presented. Care has been taken to avoid misleading implications of a "case study" approach. Some specific locations are dealt with in detail to afford concrete insights into the geographical, economic and cultural differences but a broader background approach is used.

Each of the Regional Studies discusses the political boundaries, physical characteristics, climate, key cities, transportation, communication, variation of life styles, industry, commerce, agriculture, and unique aspects of the region.

The student acquires a visual and experiential understanding of the region. Since each set is designed to be employed along with a text, statistical and historical data are minimized.

Each of these regional studies is new—new photography and latest information. They are as current and as exciting as today's world.

## X319: THE NORTH CENTRAL STATES

This regional study includes: Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Iowa, Kansas and Missouri. It is presented to give the student the most up-to-the-minute information concerning this area of our country. The guide for each filmstrip follows the "end" frame. [I/J]

| | |
|---|---|
| X319A | **Defining the North Central Region** |
| X319B | **Geography, Climate and Natural Resources in the North Central Region** |
| X319C | **Cities and Transportation in the North Central Region** |
| X319D | **The Chicago Megalopolis** |
| X319E | **Industry, Agriculture and Commerce in the North Central Region** |
| X319F | **Detroit, Car Capital of the World** |
| X319G | **How People Live in the North Central Region** |
| X319H | **What the North Central Region Really Is** |

○ DX319: Complete set of 8 color filmstrips with 4 records

## X317: THE NORTHEAST STATES

This regional study includes the States of Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania and New Jersey. Latest photography and the most current information are presented. The Guide for each filmstrip follows the "end" frame. [I/J]

| | |
|---|---|
| X317A | **Defining the Northeast** |
| X317B | **Geography, Climate and Natural Resources in the Northeast** |
| X317C | **Cities and Transportation in the Northeast** |
| X317D | **The New York City Megalopolis** |
| X317E | **Industry, Agriculture and Commerce in the Northeast** |
| X317F | **How People Live in the Northeast** |
| X317G | **Life in a New England Town** |
| X317H | **What the Northeast Really Is** |

○ DX317: Complete set of 8 color filmstrips with 4 records

## X323: THE FRONTIER STATES

The two regions of Alaska and Hawaii are dealt with separately in order to bring forth the interesting contrast in life styles. The immensely important cultural and economic contributions of both of our newest States are vividly brought out. A beautiful, colorful series for the education of today's students. The guide for each filmstrip follows the "end" frame. [I/J]

| | |
|---|---|
| X323A | **Cities, Geography, Climate and Resources of Alaska** |
| X323B | **People, Commerce and a Way of Life in Alaska** |
| X323C | **Cities, Geography, Climate and Resources of Hawaii** |
| X323D | **People, Commerce and a Way of Life in Hawaii** |

DX323: Complete set of 4 color filmstrips with 2 records

## X318: THE SOUTHERN STATES

This regional study includes: Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Florida, Georgia, Alabama, Mississippi, Louisiana, Arkansas, Tennessee and Kentucky. Latest photography and most current information are presented. The Guide for each filmstrip follows the "end" frame. [I/J[

| | |
|---|---|
| X318A | **Defining the South** |
| X318B | **Geography, Climate and Natural Resources** |
| X318C | **Cities and Transportation in the South** |
| X318D | **Industry, Agriculture and Commerce in the South** |
| X318E | **How People Live in the South** |
| X318F | **The Nation's Capital** |
| X318G | **Tourism and Retirement in the South** |
| X318H | **What the South Really Is** |

○ DX318: Complete set of 8 color filmstrips with 4 records

## X320: THE SOUTH WESTERN STATES

This regional study includes the States of: New Mexico, Arizona, Oklahoma and Texas. Latest photography and the most current information are presented providing the student with most interesting facts about this beautiful area of our country. The guide for each filmstrip follows the "end" frame. [I/J]

| | |
|---|---|
| X320A | **Defining the South West** |
| X320B | **Geography, Climate and Natural Resources of the South West** |
| X320C | **Cities and Transportation in the South West** |
| X320D | **Industry, Agriculture, and Commerce in the South West** |
| X320E | **How People Live in the South West** |
| X320F | **What the South West Really Is** |

○ DX320: Complete set of 6 color filmstrips with 3 records

## 235: MEXICO: A COMMUNITY STUDY

This set of filmstrips will help students understand the great diversity which comprises life in the Republic of Mexico. They portray life in various Mexican communities from the tropical coastal lowlands to the humid mountains, and from the semi-arid plateau to the warm temperate escarpment of the Central Mesa. A variety of population centers has been utilized to illustrate both regionalism and urbanization: this ranges from agricultural hamlets to a modern urban center. The life activities of the people are used as exponents of this diversity. The filmstrips lend themselves well to related activities, as in the fields of art or language arts. They can be used as springboards for creative work which will enrich a classroom environment. The teacher's guide is included at the end of each filmstrip. [I/J/S]

235A **Town and Village in the Mountains of Puebla**
235B **Community Development in Michoacan**
235C **The Village of Zihuatanejo and its Turtle Industry**
235D **Chihuahua: Life in a Northern Mexican City**

DF235: Complete set of 4 color filmstrips with 2 records

## 209: GEOGRAPHY OF EASTERN CANADA

**THE GOAL OF THESE FILMSTRIPS** is to explore specific areas of Eastern Canada in depth. Through this exploration the students will be led to understand the relationship of the people of these regions to the geographical features of the country. Important primary and secondary industries are stressed in studies of mining, refining, fishing, farming, sources of power and transportation. History of the country forms a background for present and future growth. The recorded narration makes it possible to use these sound filmstrips for reference and individual study. [I/J]

209A **The St. Lawrence Seaway—Water Power for Industrial Canada**
209B **Canada's History and Heritage**
209C **The Province of Quebec**
209D **The Resources of Northern Ontario**
209E **Nova Scotia—Maritime Province**
209F **Fishing in the Maritimes**

○ DF209: Complete set of 6 color filmstrips with 3 records and teacher's manual

## X322: THE PACIFIC COAST STATES

This regional study includes the States of Washington, Oregon and California. The up-to-the-minute photography and data make this a memorable series about our beautiful Pacific Coast area. The guide for each filmstrip follows the "end" frame. [I/J]

X322A **Defining the Pacific Coast Region**
X322B **Geography, Climate and Natural Resources in the Pacific Coast Region**
X322C **Cities and Transportation in the Pacific Coast Region**
X322D **Industry, Agriculture and Commerce in the Pacific Coast Region**
X322E **How People Live in the Pacific Coast Region**
X322F **What the Pacific Coast Region Really Is**

○ DX322: Complete set of 6 color filmstrips with 3 records

## X339: CANADA: A REGIONAL STUDY

This set of 4 filmstrips introduces the student to the major aspects of Canada. It shows how the vastness of the country, the multiplicity of differences of life style and the multicultural aspects and climate have contributed to the development of this nation.

The guide for each filmstrip follows the "end" frame. [I/J]

X339A **What is Canada?**
X339B **Land Features and Cities of Canada**
X339C **Resources, Agriculture and Industry of Canada**
X339D **Life in Canada**

·T· TX339: Complete set of 4 color filmstrips with 2 cassette Teach-A-Tapes

○ DX339: Complete set of 4 color filmstrips with 2 records

## 63: THE FUNDAMENTALS OF GEOGRAPHY

**A COMPACT FILMSTRIP** presentation of the basic fundamentals and phenomena about the EARTH and its place in the universe. The filmstrip series is designed to cover the vital phases of geographic knowledge and set the stage for intensive elaboration and discussion. [I/J]

63A **The Solar System and the Universe**
63B **The Earth on Which We Live**
63C **The Earth and its Motions**
63D **Latitude, Longitude, and Time**
63E **Maps, Globes, and Graphs**
63F **Violent Forces of Nature**
63G **Air and the Weather**
63H **Land Areas and Land Formations**
63 I **The Waters Around Us**
63 J **What Do You Know?**

·T· TF63: Complete set of 10 captioned color filmstrips with 5 cassette Teach-A-Tapes and teacher's manual

F63: 10 captioned color filmstrips with teacher's manual

## X321: THE ROCKY MOUNTAIN STATES

This regional study includes the States of: Montana, Idaho, Wyoming, Nevada, Utah and Colorado. Latest photography of this area plus the fact that the most current information has been made available to our researchers, concerning this sector of our country, all provide the student with a first-view glimpse. The guide for each filmstrip follows the "end" frame. [I/J]

X321A **Defining the Rocky Mountain Region**
X321B **Geography, Climate and Natural Resources in the Rocky Mountain Region**
X321C **Cities and Transportation in the Rocky Mountain Region**
X321D **Industry, Agriculture and Commerce in the Rocky Mountain Region**
X321E **How People Live in the Rocky Mountain Region**
X321F **What the Rocky Mountain Region Really Is**

·T· TX321: Complete set of 6 color filmstrips with 3 cassette Teach-A-Tapes

○ DX321: Complete set of 6 color filmstrips with 3 records

## B352: LIFEWAYS OF THE PEOPLE: SOUTH AMERICA

This set is an anthropological study of the life of various peoples in five contrasting situations: Life in an Indian village — Life on a ranch in the "Pampas" — Life in the big city — An industrial worker's life; and the life of the bureaucrat-aristocrat. Using a cultural approach, this series examines the various lifeways of the people of South America. The universal basic needs of every family and individual: food, clothing shelter; and the basic requisites of every culture: recreation, religion and education are explored. [I/J]

B352A **Village Life**
B352B **Ranch Life**
B352C **City Life**
B352D **Industrial Life**
B352E **Life of the Leisure Class**
B352F **Children**

DB352: Complete set of 6 color filmstrips and 3 records

## B353: PEOPLE AND GEOGRAPHY OF SOUTH AMERICA

This series is viewed through the eyes of an anthropologist and geographer. The student discovers the major geographic areas: the pampas, altiplano, rainforest, desert, mountains, and also the major cities of the continent. He is introduced to the various cultural traits and heritages of South America: religion, Spanish heritage, Indian background, European and Western backgrounds. It examines transportation, communication, housing and clothing. The contrast and diversity of life styles of South America is made quite evident in this set: Rich-poor, urban-rural, primitive farming-modern farming, are all thoroughly examined. [I/J]

B353A **Economic — Social Contrasts**
B353B **Housing and Clothing**
B353C **Transportation and Communication**
B353D **Culture and History**
B353E **Geographic Areas**
B353F **Major Cities**

DB353: Complete set of 6 color filmstrips with 3 records

## X313: PUERTO RICO: A REGIONAL STUDY

Puerto Rico, a blend of the 20th century with a rich Spanish cultural heritage. San Juan is seen as a bustling modern metropolis, a center of industry, commerce, and a seat of government. By contrast, we see tobacco and coffee being cultivated on the steep hillside and sugar cane being cut on the lowland plantations. Finally, we see the people as they live —the festivals, the arts, the recreation as well as the Puerto Rico of the tourist. The guide for each filmstrip follows the "end" frame. [I/J]

X313A **What is Puerto Rico?**
X313B **Land Features, and Cities in Puerto Rico**
X313C **Resources, Agriculture and Industry of Puerto Rico**
X313D **Life in Puerto Rico**

DX313: Complete set of 4 color filmstrips with 2 recoros

## B351: SOUTH AMERICA: AGRICULTURE, INDUSTRY, AND NATURAL RESOURCES

This set explores South America's regions basically in economic and geographic terms. The major industries, agriculture and natural resources are viewed in terms of their effect on the people, their standard of living, and the way they live. The fundamental questions asked are:

1. What industry, agriculture, and natural resources are there in South America?
2. How does environment affect the way people live in South America?
3. How does industry, agriculture, and natural resources affect the standard of living in South America?
4. What is the land and climate like?

The student draws conclusions (generalizations) to these basic questions from the material presented to him. [I/J]

B351A **Subsistence on the Altiplano**
B351B **Agricultural Life in the Lowlands**
B351C **Distributing and Consuming Goods and Services**
B351D **Poor People — Rich Countries**
B351E **Traditional Ways: Industry**
B351F **New Goals and Efforts: Industry**

·T· TB351: Complete set of 6 color filmstrips and 3 cassette Teach-A-Tapes

DB351: Complete set of 6 color filmstrips and 3 records

## 188: THE WEST INDIES

**OUR ISLAND NEIGHBORS** of the Caribbean are revealed in this extensive regional study of the West Indies. In studying the way of life and customs of the island people, learning more of their history and the strategic location—politically and economically—we can understand why the West Indies have an importance to the U.S. far greater than their small size would indicate. [I/J]

188A **The West Indies—Geographic and Historical Background**
188B **The West Indies and the United States**
188C **The Bahamas and Bermuda**
188D **Cuba**
188E **Jamaica**
188F **Haiti and the Dominican Republic**
188G **Puerto Rico**
188H **The Leeward and Windward Islands**
188 I **Trinidad and the Coastal Islands**

F188: 9 captioned color filmstrips and teacher's manual

## 183: COUNTRIES OF CENTRAL AMERICA

**A SET OF NINE** colorful filmstrips blending into a vivid panorama of CENTRAL AMERICA . . . a lush, tropic area dating back to the Pre-Colombian Mayas. A land of unexplored archeology, wild pageantry, teeming coffee plantations and smoldering volcanoes . . . a region famed for its brilliant colors and somber intrigues. [I/J]

183A **Central America**
183B **British Honduras**
183C **Costa Rica**
183D **El Salvador**
183E **Guatemala**
183F **Honduras**
183G **Nicaragua**
183H **Panama**
183 I **Panama Canal Zone**

F183: 9 captioned color filmstrips and teacher's manual

## 030: THERMOMETERS

A series of seven transparencies for Primary and Intermediate grades levels to give understanding of thermometers. The transparencies call attention to the various kinds of thermometers and motivate students to observe others in their environment. They will stimulate discussion. The standard scales, Fahrenheit, centigrade, and Kelvin are presented and demonstrated. Their relationship is shown. One of the transparencies gives an example of the conversion from one scale to another and has space on the field for further computation and examples. This series will lead the students to further discussion of scales and measurement.

| | |
|---|---|
| 030-1 | **Fahrenheit Scale** |
| 030-2 | **Kitchen Thermometer** |
| 030-3 | **Home Thermometer** |
| 030-4 | **School Thermometer** |
| 030-5 | **Centigrade Scale** |
| 030-6 | **Comparison of Scales** |
| 030-7 | **Conversion Formula** |

## 033: CIRCUMPOLAR STARS

This series of 7 overhead transparencies shows the location of the circumpolar stars in the constellations, also indicates their function and method of locating them.

| | |
|---|---|
| 033-1 | **The Circumpolar Stars** |
| 033-2 | **Draco, the Dragon** |
| 033-3 | **The Big Dipper—Polaris** |
| 033-4 | **The Little Dipper** |
| 033-5 | **Sighting to Cepheus** |
| 033-6 | **Sighting to Draco** |
| 033-7 | **Sighting to Cassiopea** |

## 015: EQUIVALENT FRACTIONS

Shows graphically how to raise fractions to higher terms and how to reduce fractions to lowest terms.

The use of the basic transparencies with overlays in a sequence makes learning easy.

| | |
|---|---|
| 015-1 | **EQUIVALENT FRACTIONS FOR HALVES**<br>1 basic w/6 overlays.......................... |
| 015-2 | **EQUIVALENT FRACTIONS FOR THIRDS**<br>1 basic w/7 overlays.......................... |
| 015-3 | **EQUIVALENT FRACTIONS FOR FOURTHS**<br>1 basic w/8 overlays.......................... |
| 015-4 | **EQUIVALENT FRACTIONS FOR FIFTHS**<br>1 basic w/9 overlays.......................... |
| 015-5 | **RULE 1 FOR MAKING EQUIVALENT FRACTIONS**<br>1 basic transparency.......................... |
| 015-6 | **RULE 2 FOR MAKING EQUIVALENT FRACTIONS**<br>1 basic transparency.......................... |

## 021: USING THE LIBRARY

10 Excellently arranged Transparencies for your overhead projector. Designed to assist the Librarian or other teachers to clearly present the proper use of the library. Will give students an easy-to-remember overview.

| | |
|---|---|
| 021-1 | **Arrangement of a Book** |
| 021-2 | **Call Number** |
| 021-3 | **The Card Catalog** |
| 021-4 | **The Dewey Decimal System** |
| 021-5 | **The Dewey Decimal System (continued)** |
| 021-6 | **The Dewey Decimal System (continued)** |
| 021-7 | **Author Card** |
| 021-8 | **Title Card** |
| 021-9 | **Subject Card** |
| 021-10 | **Using the Library** |

# K-3

## COMMUNITY SERIES: FUN IN THE CITY

*Primary*
*Producer:* MCGRAW-HILL

This series shows how a city provides ways for people to use their leisure time. Studying the general topic of recreation, the filmstrips consider seven specific leisure time activities.

Going Places and Doing Things
Zoos
Libraries
Sports
Playgrounds
Museums
Art
Parks

## COMMUNITY SERIES: TYPES OF CITIES

*Primary*
*Producer:* MCGRAW-HILL

These color filmstrips provide information about the nature and growth patterns of four types of cities and four types of towns. They emphasize concepts and generalizations by dealing with the relationships of locations to natural resources, transportation routes, and types of economic activities.

The Commercial City
The Resort City
The Manufacturing City
The Capital City
The Market Town
The Mining Town
The Fishing City
The Suburb

## COMMUNITY SERIES: SYSTEMS IN OUR CITIES

*Primary, Intermediate*
*Producer:* MCGRAW-HILL

The purpose of this color filmstrip series is to show the systems that man has developed and depends upon. They describe the everyday dependence of the community upon such systems as manufacturing, postal, gas, electricity, water, and sewerage and upon the many people who perform these services.

Getting Goods and Services
Manufacturing
Postal
Service Workers
Gas
Electricity
Water and Sewerage

## SCHOOL SERIES SET 1: RULES AND PLANS

*Primary*
*Producer:* McGRAW-HILL

This set of color filmstrips is designed to teach the student about the fundamental rules and plans which apply to his everyday activities in school. 1

Rules and Plans: Getting Adquainted
Rules and Plans: The Classroom
Rules and Plans: Playgrounds
Rules and Plans: Getting to and from School
Rules and Plans: Fire Drills
Rules and Plans: Field Trips
Rules and Plans: Visitors and Visiting
Rules and Plans: Taking Care of Property

## TRANSPORTATION: AN OCEAN PORT

*Primary, Intermediate*
*Producer:* IMPERIAL FILM CO.

A most delightful yet penetrating study of a great ocean port, the ships that visit it, and the activities that must take place in any port serving ships from around the world. This captioned filmstrip series in full-color photography is an excellent aid for students in any part of the country.

Liner in Port
Work Ships Do
Ships Large and Small
Going to See (a da[illegible]n an ocean port)

## COMMUNITY SERIES: TRANSPORTATION

*Primary, Intermediate*
*Producer:* MCGRAW-HILL

These filmstrips examine some of the ways people transport themselves and freight within and between communities, the transportation systems created to solve the problems of moving people and goods, and the roles that various means of transportation play in the lives of citizens and in the business life of a city.

Transportation in the City
Transportation: Cars
Transportation: Buses
Transportation: Trucks
Transportation: Trains
Transportation: Airplanes
Transportation: Ships
Transportation: Elevators

## COMMUNITY SERIES: AGRICULTURE AND INDUSTRY

*Primary*
*Producer:* MCGRAW-HILL

These color filmstrips show the effects of technology on the production and distribution of goods. Presented in terms of the production and distribution of food, clothing, shelter, and transportation. The role of technology in creating modern industry and agriculture, and making them an important facet of community life, is explained.

Modern Agriculture
Vegetables and Fruits
Diary and Beef Cattle
Cotton and Wool Fibers
Modern Industry
Manufacturing Clothing
Building Houses
Manufacturing Trucks

## NATURAL RESOURCES AND YOU (Color)

**Filmstrip Series No. 9150**

**What We Need**
**Where We Find It**
**How We Get It**

The Conservation Foundation uses the medium of paper puppetooning to trigger juvenile interest in the world's natural resources and what they mean to all of us. The teacher's manual accompanying the series will help the class probe further into such basic problems as utilizing the earth's energy, feeding an exploding population, increasing soil fertility, and conserving water resources. (Filmstrips average 34 projection frames each.)

PURPOSE:
To establish the importance of the World of Work, by showing how everyday learning and living is made possible through "occupations" . . . in terms of the knowledge needed to perform these jobs.

**AN INTRODUCTION**
101 "Wally, the Worker Watcher"

**OCCUPATIONAL BEGINNINGS:**
102 "The Newspaper Boy"
103 "The Junior Home-Maker"

**THE UTILITY WORKERS.**
104 Electrical Servicers, covering: The Meter Reader, Appliance Repairman, Overhead Lineman, The Instructors
105 Gas and Oil Servicers, covering: The Meter Reader, Oil Delivery, Furnace Repairman, The Instructors
106 Telephone Servicers, covering: The Installer, The Reapirman, The Outside Worker, The Instructors

**HOME SERVICERS:**
107 Mail Delivery
108 Dairy Product Delivery

**RETAIL STORE WORKERS:**
109 Durg Store
110 Super-Market
111 Service Station

## OUR COMMUNITY UTILITIES

**The Telephone**
**Electricity**
**Gas**
**Water**
**(avg. 48 frames)**

Interesting stories point out to youngsters the values of these utilities to the community. Emphasizes the specialized work of telephone linemen, electricians, pipe installers, and plumbers—the men who provide the services and maintenance on a day-to-day operation.

Collaborator: Garney L. Darrin, Ed.D., Professor of Education, Madison College, Harrisonburg, Virginia.

*Primary*, Intermediate
*Social Studies*, Science

**4 filmstrips/2 records**

## GETTING ALONG IN SCHOOL

**Being on Time**
**Doing Things for Yourself**
**Taking Care of Things**
**Working with Others**
**How Quiet Helps**
**Listening and Following Instructions**
**(avg. 47 frames)**

Gives young children sound examples of good behavior and good work habits to help them do better in their classes and in relationships with other children. Stresses the values of dependability, self-reliance, cooperation and respect which develop responsibility and better understanding.

Collaborator: Lawrence E. Vredevoe, Ph.D., Professor of Education, University of California, Los Angeles.

*Primary*
Guidance, Language Arts

## THE COMMUNITY SERIES: COMMUNICATIONS SET - Primary

The various ways people have devised throughout history to communicate with each other is the subject of this fascinating and important series of 8 filmstrips. It shows your K-3 grade students the necessity of being able to communicate clearly and why each particular medium is suited to conveying certain kinds of information better than any other. (Average length 39 frames.)

**Communication: Communicating Ideas** (L.C. FiA 67-4069)
**Communication: The Newspaper** (L.C. FiA 67-4070)
**Communication: Television** (L.C. FiA 67-4071)
**Communication: Radio** (L.C. FiA 67-4072)
**Communication: Motion Pictures** (L.C. FiA 67-4073)
**Communication: The Telephone** (L.C. FiA 67-4074)
**Communication: Books** (L.C. FiA 67-4075)
**Communication: Communicating Without Words** (L.C. FiA 67-4076)

### Outset/Look About You

*American Film Festival Honors*

Offers the elementary counselor opportunities to develop children's perceptual and verbal capacities.

### Outset/Places To Go

*American Film Festival Honors*

Leads children to explore an exciting variety of places, probes their values to people and the understanding of human relationships to places.

GUESS WHO'S IN A GROUP!

Diane and her friends meet many different groups in the park. They identify criteria for defining groups, relate personal experiences to reasons why groups are formed and learn of group customs and rules.
3 filmstrips; 1 12" LP / S-300 903 /

YOU GOT MAD: ARE YOU GLAD?

Hero, an observer to a group conflict, steps in and calms the hostile participants. Your children explore — causes, effects, and expressions of hostility, behavioral choices available in conflict situations, and ways to resolve conflicts with minimal hostility.
2 filmstrips; 1 12" LP / S-340 909 /

WHAT DO YOU EXPECT OF OTHERS?

Confronted with a new youngster eager to join their group, children discover that what you expect from people (and why) strongly influences subsequent interactions.
3 filmstrips; 1 12" LP / S-320 885 /

NOISY NANCY NORRIS

*American Film Festival Honors*

Adapted from the classic children's book by Lou Ann Gaeddert and illustrated by Gioia Fiammenghi, the program describes Nancy's noisy life. Through rich comedy youngsters share identifiable experiences in decision making, recognizing the rights of others, attaining reasonable self-discipline.
2 parts / S-301 703 /

AS THEY GROW/ELEMENTARY GUIDANCE: NEW DIMENSIONS IN MEETING PUPIL NEEDS

Case study, live situation approach places emphasis on developmental aspects of elementary guidance. Explores role of the counselor in counseling youngsters, referring pupils, laying foundations for occupational planning.

## Our Working World, Grades 1–3

| | |
|---|---|
| 3-5860 | Complete Set of Filmstrips |
| 3-5861 | Filmstrip # 1 – Dots on the Earth |
| 3-5862 | Filmstrip # 2 – What Is a City? |
| 3-5863 | Filmstrip # 3 – Why a City Is Where It Is |
| 3-5864 | Filmstrip # 4 – The City: Marketplace of Goods and Services |
| 3-5865 | Filmstrip # 5 – The City: Marketplace of Ideas |
| 3-5866 | Filmstrip # 6 – Why a City Grows |
| 3-5867 | Filmstrip # 7 – What Keeps People Together What Keeps People Apart? |
| 3-5868 | Filmstrip # 8 – The City and Government |
| 3-5869 | Filmstrip # 9 – Why Must Cities Plan? |
| 3-5870 | Filmstrip #10 – Keeping Cities Up to Date |
| 3-5871 | Filmstrip #11 – The City and Transportation |
| 3-5872 | Filmstrip #12 – The City, Water, and Air |
| 3-5875 | Complete Set of Records |
| 3-5876 | Record #1 – Dots on the Earth/ What Is a City? |
| 3-5877 | Record #2 – Why a City Is Where It Is/ Marketplace of Goods and Services |
| 3-5878 | Record #3 – Marketplace of Ideas/ Why a City Grows |
| 3-5879 | Record #4 – What Keeps People Together?/ The City and Government |
| 3-5880 | Record #5 – Why Must Cities Plan?/ Keeping Cities Up to Date |
| 3-5881 | Record #6 – The City and Transportation/ The City, Water, and Air |
| 3-5882 | Teacher's Guide/Script Book |
| 3-5885 | Set of 12 Filmstrips and 6 Records (contains one each of 3-5860, 3-5875, and 3-5882) 1 |

### Who Do You Think You Are?

**Story:** Afraid of a barking dog, Tony runs into an elderly neighbor, spilling the man's groceries onto the sidewalk. The gentleman cries out: "Who do you think you are?" Fearful and still running, Tony heads for school where his teacher repeats this question to stimulate inquiry. As Tony discovers more about his own individuality — and other people's — he learns the importance of assuming responsibility for his actions; and finds a resolution to his problems with the elderly neighbor, and the not-so-ferocious dog.

**Thematic Concepts:** An individual is a single entity and can be defined as a special combination of "facts and figures," actions and feelings. Facts and figures describe an individual's permanent or semi-permanent characteristics. Actions help define the individual's style, responsibilities and abilities; not all people do, or want to do, the same things; not all people pursue the same goals; most people do some things in uniquely personal ways. Every individual has feelings which are like other people's feelings, and feelings unique unto himself.

**Objectives:** To reinforce children's feelings of self-worth; to strengthen their empathetic abilities; to help them describe individuals on more complex and meaningful levels in terms of facts and figures, actions and feelings; to encourage children to explore their own and other individuals' distinctive characteristics.

# The Career Discoveries Series

The Career Discoveries series was created to give your students a "taste" of the richly diverse world of work and, particularly, insight into *why* people enjoy specific types of work. The series is for use in grades 5-9, a period of transition from career awareness in the early grades to the stage of tentative career exploration.

Career decision is *not* the goal. Interviewees and occupations were selected to arouse your pupils' interests and motivate them to ultimately find careers to which they, too, can relate. Discussion following each program will hopefully center on how each of these individuals found a vocational outlet consistent with his total being—interests and personality.

The educational objectives are:

1. To establish that career choice is an expression of individual personality factors and interests.
2. To elicit positive *and* negative reactions to a variety of career interest areas as an experience in relating to work at an emotional level.
3. To demonstrate the richness and variety of career choices.
4. To demonstrate that people can relate to their work regardless of educational level.
5. To present the idea that work and life style are inextricably intertwined.

Each of the six new programs represents a job cluster, grouped by the basic motivational interests of the interviewees. Each program contains four separate filmstrips and four records. The first filmstrip is an overview of the job interest cluster. The remaining three filmstrips contain an interview with a real person, photographed and speaking "on the job."

***People Who Work in Science**

Dr. C. Scott Carpenter, an ocean life scientist, details his experimental work with sea lions, whales and porpoises. Crime lab technician Maria Valdez gives students a tour of police lab facilities; explains her own job in chemical analysis. Bill Brueckner, a recording engineer, invites children to sit in on production of a TV commercial, talks about his work in motion pictures. Segments stress curiosity, inquiry, precision, interest in scientific method.

4 parts/8D-

***People Who Help Others**

Students meet Ed Cole, a community organizer who has helped a small Mississippi town unify itself to work for a new water system. Physiotherapist, René Leimgruber, describes her skills, her work at a children's hospital. Maria Schiff explains what it's like being a day care worker; discusses feelings of pride and responsibility. Career profiles emphasize commitment, compassion, empathy; suggest the intangible rewards of careers which serve others.

4 parts/8D-

***People Who Organize Facts**

Features a sportscaster, a computer operator and a museum researcher who works with antique cars; underscores precision, aptitude for detail; introduces a broad range of information-centered careers.

***People Who Create Art**

Includes profiles of a puppeteer, a drummer and an industrial designer; emphasizes the importance of inner-direction, self-discipline, discovering and improving special talents.

4 parts/8D-

### KNOWING OUR SCHOOL (Color) (P)

**Sound Filmstrip Series No. 6438**

**Going to School**
**Our Room in School**
**A New Friend at School**
**Helpers at School**
**School Rules**
**Our School in the Community**

This introduction to the learning environment helps youngsters make the transition from their familiar home atmosphere to school life. The real-life experiences illustrated in the filmstrips (as well as the children's actual voices on records) promotes interest in what school is like and what it has to offer. Children learn something of the role of different adults in the school—and get a chance to see how a new boy in school feels and how the children in his class react to him. Guides for each filmstrip provide objectives and suggested discussions and activities—all designed to make the young student proud of his own school and his position in it. (Filmstrips average 55 projection frames each.)

### OMMUNITY SERVICES (Color) (P

**ilmstrip Series No. 8180**

**Our Library**
**Our Fire Department**
**Our Police Department**
**Our Post Office**
**Our Health Department**
**Our Parks and Playgrounds**

The various activities of community workers serving the public are caught in live action photographs. Dramatic shots of policemen at the scene of a burglary and of firemen trying to save a flaming house are combined with sequences describing their less active daily routine. Other community services come to life, including recreation, communication, and safe standards of health for everyone. (Filmstrips average 48 projection frames each.)

### THE NEIGHBORHOOD COMMUNITY (Color) (P)

**Filmstrip Series No. 7760**

**Robbie's Neighborhood**
**Different Neighborhoods**
**Sharing with Neighbors**
**Places We All Own**
**Neighborhood Workers**
**In and Out of the Neighborhood**

The concept of a neighborhood is defined here visually as the interdependence of individuals and families cooperating with each other to achieve a safe, convenient, and pleasant way of life. The daily give-and-take of community life in school, home, and playtime situations familiar to children is portrayed in live-action photographs. The series provides exploration in the field of language arts as well as a useful point of departure for social studies discussions. (Filmstrips average 48 projection frames each.)

### THE SCHOOL COMMUNITY (P) (Color)

**Filmstrip Series No. 7720**

**The New Pupil**
**Our School**
**School Helpers**
**Our Job in School**
**Part of the Team**
**School Courtesy**

The fundamental elements of successful school relationships, with emphasis on constructive behavior and group participation, are portrayed in this series of real-life photographs. In following Steve's days at school, picturing his problems and how he learns to deal with them, youngsters see concrete methods of successful adjustment to the challenges and demands of the new world of school. (Filmstrips average 45 projection frames each.)

### THE COUNTRY COMMUNITY (P) (Color)

**Filmstrip Series No. 7740**

**A Rural Village**
**School in the Country**
**The New Fire Engine**
**The American Farmer**
**Living on a Farm**
**A County Fair**

The filmstrip titles suggest the various aspects of rural life which are brought to life in this series. The village, the new consolidated school, and the store and shop owners who double as village officials give the tempo and flavor of the country community. In contrast, the farm has become highly mechanized and specialized, as shown in a visit to a dairy farm. The chores, interests, and social life of a typical farm boy provide youngsters with a taste of what life in a rural community is really like. (Filmstrips average 45 projection frames each.)

### THE CITY COMMUNITY (Color) (P)

**Filmstrip Series No. 7800**

**Here is the City**
**Business in the City**
**Living in the City**
**Problems of the City**
**Working in the City**
**Keeping the City Alive**

The diversity of city life unfolds in this visual introduction to several typical city dwellers. The way they make use of what the city offers and their contributions to urban life provide the focus for the camera studies in this filmstrip series. Charts explain the organization of city government and illustrate the relationship of government and citizen in terms of the issues voted on, the taxes paid, and the services provided. (Filmstrips average 40 projection frames each.)

### THE HOME COMMUNITY (P) (Color)

**Filmstrip Series No. 7700**

**Our Family to the Rescue**
**Family Fun**
**Keeping Busy**
**Helping Mother and the Family**
**Brothers and Sisters**
**Growing Up**

An engaging seven-year-old in action photographs dramatizes significant incidents in the life of a real family. The picture stories show how family members cooperate to achieve major goals, and the sense of satisfaction that is gained by doing a job well and carrying out responsibility. The filmstrips are springboards to fruitful discussions about family life which are relevant to the lives of young students. (Filmstrips average 45 projection frames each.)

### LIFE ON THE FARM (Color) (P)

**Filmstrip Series No. 7680**

**Milking**
**Gathering Eggs**
**Feeding the Animals**
**Haying**
**Picking Vegetables**
**Picking Fruit**

How do we know when grapes are ready to pick? Why is a glass egg put into a nest? What is a salt lick? Many questions like these arise during the visits of Babs and Steve to a farm. As they help with chores, the city children see many fascinating aspects of farm life and experience some of the delights of life in the country. This series in real life photography provides a variety of visual examples for classroom study and discussion. (Filmstrips average 45 projection frames each.)

### THE TOWN COMMUNITY (Color) (P)

**Filmstrip Series No. 7780**

**This Is Our Town**
**How Our Town Began**
**How Our Town Grew**
**Living in Our Town**
**Working in Our Town**
**The Future of Our Town**

Lively color drawings tell the story of a small town growing into a busy dairy, manufacturing, and shopping complex. An appealing story line involving typical youngsters and their families lends continuity to action photographs of present-day merchants, dairy and factory employees, government officials, and other workers busy at the diverse jobs which make up an interdependent society. This series makes an excellent introduction to basic economic, social, and political concepts designed to stimulate youngsters to further exploration of the dynamics of the town community. (Filmstrips average 45 projection frames each.)

**AMERICA: PEOPLE, PRODUCTS AND RESOURCES**—Five COLOR filmstrips that explore America's wealth and resources. This unit helps children understand how ideas, hard work, ingenuity and imagination transform raw materials into the products we need and use every day. Specific grade levels indicated after titles.

**Americans at Work (1-6)**
**Blast Furnace, The Story of Steel (3-6)**
**Harvest From the Sea, Story of Fishing (2-6)**
**Oil, Wealth From the Ground (3-6)**
**Machines That Made America Grow (2-6)**

**COMMUNITY HELPERS** This unit of new COLOR filmstrips familiarizes children with the functions and occupations of important people in the community. They see how policemen, firemen and postmen do their jobs and help their community. Children also learn how to use a library, what to do if they see a fire, and what to expect when they visit a doctor. Specific grade levels follow title. (Average length 40 frames)

**Hook and Ladder, The Fire Department Story (K-4)**
**How to Read a Newspaper (3-6)**
**Men in Blue, Policemen in Action (K-4)**
**Oldest in the Class . . . My Teacher (K-2)**
**Special Delivery, Story of Our Post Office (K-4)**
**A Visit to the Library (K-2)**
**Taking a Trip With a Book (K-4)**
**What a Doctor Sees When He Looks at You (K-4)**

**WE TAKE A TRIP** —Four COLOR filmstrips, produced in original color photographs and especially designed for the Primary Grade level. Each filmstrip documents the family trip of a small boy and girl to the zoo, the county fair, the seashore, and the museum, telling of all they see and do there during the visit. (Average length about 40 frames.)

**A Trip to the Zoo**
**A Trip to the Beach**
**A Trip to the Fair**
**A Trip to the Museum**

**CLASSROOM JOURNEYS**—This unit of COLOR, SOUND filmstrips enables children to go on field trips right in their own classrooms. Photographed on site, and recorded with the assistance of important officials, these sound filmstrips offer stimulating insight into community life and relations. *Two-Sixth Grade Interests.*

**A Trip to a Fire Station**
**A Trip to a Police Station**

**A Trip to a Sewage Treatment Plant**
**A Trip to an Electrical Power Plant**

**A Trip to an Airport**
**A Trip to a Court**

**SCHOOL HELPERS** —Six COLOR filmstrips designed to make young students aware of the contributions made in their behalf by members of the school staff. Each filmstrip is developed around a simple story. (Average length about 37 frames.)

**The Teacher**
**The Custodian**
**The Safety Patrol**
**The Principal**
**The School Nurse**
**The Cafeteria Workers**

**MOTHERS WORK, TOO** —These COLOR filmstrips show six working mothers at home with their families and follow them through their working day.

**My Mother is a Waitress**
**My Mother is a Dental Assistant**
**My Mother Works in a Bank**
**My Mother Works in an Office**
**My Mother Works in a Drug Store**
**My Mother Works at Home**

**FATHERS AT WORK** —Six fathers working at different occupations in the community show a variety of responsibilities, skills, attitudes and personal relationships on the job.

**My Dad is a Carpenter**
**My Dad is a Moving Man**
**My Dad Works in a Shoe Store**
**My Dad Works in a Factory**
**My Dad Works in a Supermarket**
**My Dad Works in a Service Station**

PURPOSE:
To further extend the horizons of young students in relation to the World of Work, by showing how specific occupations relate to the socio-economic development of almost everyone within their sphere of acquaintanceship . . . beginning with their parents and/or guardians.

**AN INTRODUCTION**
201 "What Else do Fathers Do?"
202 "Just What do Mothers Do?"

**IMPORTANCE OF THE "HAND" AS THE IMPLEMENTER**
203 "It's in your Hands"

**OCCUPATIONAL CLUSTER "THUMBNAILS"?**

**UTILITIES**
204 The Electrical Workers
205 The Gas and Oil Workers
206 The Telephone Workers

**DISTRIBUTIVE OCCUPATIONS**
207 Marketing . . . Advertising . . . Salesmanship . . . Sales Promotion. . . Transportation. . . Packaging . . . Purchasing

**OFFICE OCCUPATIONS**
208 Typing. . . Secretarial . . . Filing . . . Data Processing . . . Management

**NATURAL RESOURCES**
209 Agri-business . . . Farming . . . Horticulture . . . Conservation

**PERSONAL SERVICES**
210 Cosmetology . . . Hair Dressing . . . Restaurant . . . Cleaning. . . Tailoring

**TECHNICAL & INDUSTRIAL**
211 Manufacturing . . . Engineering . . . Machine Shop . . . Processing . . . Instrumentation

**TECHNICAL & INDUSTRIAL**
211 Manufacturing . . . Engineering . . . Machine Shop . . . Processing . . . Instrumentation

**HOME ECONOMICS**
212 Personal Relations . . . Nutrition . . . Home Management . . . Finances . . . Basic Health Care

**HEALTH SERVICES**
213 Doctor and Dentist . . . Para-Medics . . . Nursing . . . Pharmacy

# SOCIETY FOR VISUAL EDUCATION, INC.

1345 DIVERSEY PARKWAY, CHICAGO, ILLINOIS 60614

## Tales Of The Wise Old Owl — Groups 1, 2, 3

*Full Color • Kindergarten—Primary*

**Engrossing sound filmstrip series inspires an appreciation of human values.**

This unique series of full-color sound filmstrips presents engrossing animal stories to spark the imagination of young students! Captivating artwork, with narration, presents worthwhile lessons in terms of character building and citizenship — effective stimuli for group discussion. Promotes reading development, social awareness, learning of new words, and oral communication.

GR. 1
- **C103-1 — DR. RETRIEVER'S SURPRISE.** Theme: Being responsible. (51 frames)
- **C103-2 — THE BUSY BEE.** Theme: Diligence. (30 frames)
- **C103-3 — COMMENCEMENT AT THE OBEDIENCE ACADEMY.** Theme: True achievement (37 frames)
- **C103-4 — SILLY EXCUSES.** Theme: Honesty. (44 frames)
- **C103-5 — CHUCKIE CHIPMUNK.** Theme: Neighborliness. (30 frames)
- **C103-6 — SPEEDY THE SNAIL.** Theme: Forgiveness. (45 frames)

Each Filmstrip with accompanying Teacher's Guide

**C103-SAR — Set: 6 Filmstrips, 3 Records, 6 Guides**

GR. 2
- **C103-7 — BUSHY THE SQUIRREL.** Theme: Sharing. (32 frames)
- **C103-8 — CORKY THE CROW.** Theme: Fair play. (25 frames)
- **C103-9 — BRUSO THE BEAVER.** Theme: Unselfish service. (35 frames)
- **C103-10 — SCHOOL DAYS IN THE OCEAN.** Theme: Wise use of time (28 frames)
- **C103-11 — HOUSE OF THE WREN.** Theme: Preparing wisely. (21 frames)
- **C103-12 — PEPPY THE PUP.** Theme: Love of home and family. (29 frames)

Each Filmstrip with accompanying Teacher's Guide

**C103-SBR — Set: 6 Filmstrips, 3 Records, 6 Guides**

GR. 3
- **C103-13 — BOOTSIE THE LAMB.** Theme: Warmth of family life. (25 frames)
- **C103-14 — THE FEATHER THAT WAS LOST.** Theme: True friendship. (28 frames)
- **C103-15 — THE WIND AND THE SEEDS.** Theme: Receptive minds. (27 frames)
- **C103-16 — PEARL OF GREAT PRICE.** Theme: Proper values. (35 frames)
- **C103-17 — THE FAIRY RING.** Theme: Patience. (19 frames)
- **C103-18 — JUSTUS THE ANT.** Theme: Law and order. (31 frames)

Each Filmstrip with accompanying Teacher's Guide

**C103-SCR — Set: 6 Filmstrips, 3 Records, 6 Guides**

## Community Workers And Helpers — Groups 1 & 2

*Full Color • Prima*

A challenging new filmstrip series takes primary grade students on fascinating behind-the-scenes visits to community workers and helpers whose goods and services affect their lives. Emphasis on meaning of community and community interdependence. (Family Films)

### Group 1

**F210-1 — SCHOOL WORKERS.** (45 frames, 7 minutes)

**F210-2 — LIBRARY WORKERS.** (45 frames, 8 minutes)

**F210-3 — SUPERMARKET WORKERS.** (44 frames, 7 minutes)

**F210-4 — DOCTOR'S OFFICE WORKERS.** (45 frames, 6 minutes)

Each Filmstrip with Guide

**F210-SAR — Set of 4 Filmstrips, 2 Records, 4 Guides**

### Group 2

**F210-5 — DEPARTMENT STORE WORKERS** (46 frames, 6 minutes)

**F210-6 — HOSPITAL WORKERS.** (43 frames 6 minutes)

**F210-7 — FIRE DEPARTMENT WORKERS** (45 frames, 7 minutes)

**F210-8 — TELEVISION WORKERS.** (45 frames, 7 minutes)

Each Filmstrip with Guide

**F210-SBR — Set: 4 Filmstrips, 2 Records, 4 Guides**

## Developing Basic Values

*Full Color • Primary—Intermediate*

Appealing artwork illustrates the development of moral and ethical values for daily living in this colorful filmstrip series. Young students learn to respect property and appreciate differences in people, so they become aware of their responsibilities towards both.

**777-1 — RESPECT FOR PROPERTY.** Describes everyone's right to own property and utilizes specific examples as illustration. (38 frames, 11¼ minutes)

**777-2 — CONSIDERATION FOR OTHERS.** Students learn to show consideration when others are busy and how to help other people. (43 frames, 10¼ minutes)

**777-3 — ACCEPTANCE OF DIFFERENCES.** Biographies of great men used to show insignificance of political, religious, racial differences. (40 frames, 12½ minutes)

**777-4 — RECOGNITION OF RESPONSIBILITIES.** Emphasizes one's responsibilities to the group and to one's self. (40 frames, 11¼ minutes)

Each Filmstrip with Accompanying Teacher's Guide

**777-SAR — Set of 4 Filmstrips, 2 Records, 4 Teacher's Guides**

## Little Citizens Series

*Full Color • Primary*

Reveals desirable characteristics to your primary pupils, helps develop the child's sense of responsibility to others. Stories on 33⅓ rpm records. (Cathedral)

**C105-1 — THE BOY.** Incident from Lincoln's boyhood tells how stepmother wins a lonely boy's love. (32 frames, 15 minutes)

**C105-2 — RAGGEDY ELF.** How stingy elf learns true value of friendship, generosity, joy of sharing with others. (33 fr., 15 min.)

**C105-3 — LITTLE CLOUD.** Demonstrates joy of sharing and helping others. (31 fr., 15 min.)

**C105-4 — BIKE BEHAVIOR.** Importance of obeying road safety rules. (33 fr., 15 min.)

**C105-5 — MIGHTY HUNTERS.** Indian legend about big dipper. (33 frames, 15 minutes)

**C105-8 — GAME OF MIGHT-HAVE-BEEN.** Fun of wishful thinking, necessity of accepting reality. (30 frames, 15 minutes)

Each Filmstrip w/Teacher's Guide . . . $6.00

**C105-SBR — Set of 6 Filmstrips with 3 Records & Teacher's Guides**

## Fun On Wheels

*Full Color • Kindergarten—Primary*

Favorite stories on full-color sound filmstrips can be used to great advantage in reading readiness and beginning social studies programs. Recordings feature narration by popular TV personality, Angel Casey. (Also described on page 37)

**114-1R — JOHNNY, THE FIREMAN.** Johnny thrills to ride on a fire engine. (57 frames, 7½ minutes)

**114-2R — BUDDY, THE LITTLE TAXI.** It's a little bit of a surprise to see Buddy become a pickup truck. (48 frames, 10 minutes)

**114-3R — CHOO CHOO, THE LITTLE SWITCH ENGINE.** Sometimes it takes two to get the "Streamliner's" passengers to the station on time. (43 frames, 12½ minutes)

**114-4R — OUR AUTO TRIP.** It's a tour to the country and Grandfather's house. So many things to see. (36 frames, 7½ minutes)

Each Filmstrip with Record

## Getting To Know Me

*Full Color • Pre-School—Kindergarten—Primary*

A new series of filmstrips that stimulate children to take a close look at themselves—and each other. Helps to mold positive self-concepts and healthy attitudes. Audio is banded so discussions can be held before conclusion of story is presented. Excellent correlation with *The Child And His World* Innovation Records on page 116. (Cathedral)

**C102-1 — PEOPLE ARE LIKE RAINBOWS.** *(The importance of being yourself)* Tells how people both similar and different make up our world. (49 fr., 4 min.)

**C102-2 — A BOAT NAMED GEORGE.** *(Working with others)* Shows how a few words can clear up misunderstandings and promote friendships and fun. (34 frames, 3 minutes)

**C102-3 — LISTEN! JIMMY!** *(Succeeding the right way)* Jimmy learns the way to win the respect of his classmates is by doing instead of by talking. (40 fr., 4 min.)

**C102-4 — STRIKE THREE! YOU'RE IN!** *(Recognizing abilities)* Tim can't play baseball but is good at math so he becomes team scorekeeper. (44 frames, 4 minutes)

## Our World Of Sights And Sounds

*Full Color • Kindergarten—Primary*

Provides multi-sensory enrichment material for primary social studies. Authentic sound effects and full-color photos take young viewers on "sight and sound" visits proceeding from home to neighborhood to community. Suitable for use in language arts programs for the culturally deprived. In cooperation with Burton M. Munk & Co.

**420-1 — SIGHTS AND SOUNDS OF THE HOME.** Depicts daily activities in the home. Visits homes of black and white families. (39 frames, 7½ minutes)

**420-2 — SIGHTS AND SOUNDS OF THE NEIGHBORHOOD.** Activities in an urban neighborhood. Shows fire house, supermarket, other establishments. (34 fr., 7½ min.)

**420-3 — SIGHTS AND SOUNDS OF THE FARM.** Introduces farm life. Scenes of cows in pasture and in milking parlor, farm machinery, various animals. (32 fr., 7 min.)

**420-4 — SIGHTS AND SOUNDS OF THE CITY.** Shows people traveling to city; areas of city, views of a museum, theater, city residences. (36 frames, 8 minutes)

**420-5 — SIGHTS AND SOUNDS OF THE PET SHOP.** Features a variety of household pets—from canaries to goldfish. Features boy buying a puppy. (33 fr., 5½ min.)

**420-6 — SIGHTS AND SOUNDS OF THE AMUSEMENT PARK.** Depicts exciting amusement park rides and activities (41 frames, 7 minutes)

## Living With Your Family

*Kindergarten—Primary*

Full-color photographs portray realistic situations [illegible] family life. Emphasize contributions each member can make to strengthen family unity. These 4 approaches to family living develop basic understanding of family problems and promote favorable family attitudes.

**219-1 — WHAT IS A FAMILY?** Illustrates the role of each family member and emphasizes the importance of cooperation, love, consideration of others and privacy. (45 frames, 8 minutes)

**219-2 — THE FAMILY HAS A NEW BABY.** Depicts a family preparing for the arrival of a new baby. The family members help Mother in many ways. (35 fr., 7½ min.)

**219-3 — A DAY WITH YOUR FAMILY.** Shows how each family member has certain needs and responsibilities that are important to all the family members. (37 frames, 6½ minutes)

**219-4 — FAMILY FUN.** Portrays recreational facilities and opportunities where families can have fun. Shows how leisure time at home can contribute to family unity. (34 frames, 7½ minutes)

## Primary Social Studies — Group 1

*Full Color • Kindergarten-Primary*

Promotes concepts of good family and group cooperation — stresses child's role in family, community, school activities and routines.

**207-1 — FAMILIES HAVE FUN.** Shows how children, too, can contribute to family plans. Teaches that "fun" and play activities aren't always the same thing. (51 frames)

**207-2 — FAMILY MEMBERS WORK.** Shows "jobs" done by every family member, whether in or out of the home; how even smallest child can contribute. (49 frames)

**207-3 — SCHOOL FRIENDS AND ACTIVITIES.** Builds positive attitudes towards school. First-year pupils are introduced to activities and adult friends who help at school. (50 fr.)

**207-4 — A COAL MINE FIELD TRIP.** How a class prepares for a field trip by writing letters, learns about coal mining beforehand. A "visit" to an open pit mine. (44 frames)

**207-5 — HOW GERMAN FAMILIES LIVE.** Vivid photographs take viewers along to visit farm and city families in Germany. Shows children at school and at home. (52 frames)

**207-6 — HOW A NAVAJO INDIAN FAMILY LIVES.** We get to know a family that lives in a centuries-old culture. A different way of life — how Navajo children live. (50 frames)

**Each Captioned Filmstrip** ........................................
**207-SA — Set of 6 Captioned Filmstrips** ..............................

## True Book
## Community Helpers

*Full Color • Primary*

Adapted from the famous True Books for use with any social studies text. Full color, captioned artwork tells the story of people we rely on everyday, in terms the primary pupil can relate to his experiences. Develops an understanding and appreciation of the people of the community. Visualizes and helps to interpret new vocabulary and ideas. Teacher's Guide included.

**221-1 — AIRPORTS & AIRPLANES.** (30 frames)

**221-2 — HEALTH.** (30 frames)

**221-3 — HOUSES.** (30 frames)

**221-4 — POLICEMEN & FIREMEN.** (30 frames)

**221-5 — OUR POST OFFICE.** (30 frames)

**221-6 — SCHOOLS.** (30 frames)

## MULTI-MEDIA KIT
## M-15 — Learning About Your Body

*Full Color • Primary*

**6 CAPTIONED FILMSTRIPS**

**435-18 — Your Body & You** (1 F/S).....
**424-3 — Finding Out How You Grow** (1 Filmstrip) ......................
**424-9 — Finding Out About Your Body** (1 Filmstrip) ......................
**424-19 — Finding Out How Foods Are Used In Your Body** (1 Filmstrip) ..........
**567-1 — Let's Have A Party** (1 F/S).....
**568-1 — A Right Breakfast** (1 F/S)......

**3 INNOVATION RECORD ALBUMS**

**IR-101 — You And Your Body** (3 Albums, 6 Records) ...........

**4 SUPER 8mm LOOP FILMS**

**SU-106SR — Personal Cleanliness** (4 Film Loops, 2 Records).........

## MULTI-MEDIA KIT
## M-13K — The Human Body

Full Color • Intermediate—Jr. High

**2 SOUND FILMSTRIPS**

**566-SR — Why We See Like Human Beings** (2 Filmstrips, 1 Record) ............

**8 CAPTIONED FILMSTRIPS**

**570-S — Human Physiology Series** (7 Filmstrips) ......................
**434-7 — Finding Out How Your Body Is Protected** (1 Filmstrip) .............

**1 INNOVATION RECORD ALBUM**

**IR-3 — The Human Body** (2 Records)...

**12 OVERHEAD TRANSPARENCIES**

**EHB-1580 — The Human Body** (12 Transparencies) ...............

## Working In U. S. Communities

*Full Color • Primary—Intermediate*

**Available Spring 1970**

This series of 8 full-color filmstrips emphasizes economics at the elementary level for social studies classes. Eight U.S. locations have been selected to illustrate leading forms of economic activity. While concentrating on people and their needs, the series clearly and simply explains how businessmen cooperate to satisfy people's needs; how the history and geography of a particular area affect local business; how local citizens and the whole country profit by the business activities of individual United States communities. Author: R. P. Meyer, Kankakee, Ill. Public Schools. (Each filmstrip is approx. [illegible] frames, 15 minutes.)

### Group 1

**201-1 — OLD STURBRIDGE AND MYSTIC SEAPORT: HISTORIC COMMUNITIES.** Two New England communities: agricultural and maritime.

**201-2 — DOUGLAS, WYOMING: RANCH COMMUNITY.** Cattle country and its products.

**201-3 — ROCKLAND, MAINE: COASTAL COMMUNITY.** Three types of ocean harvest, allied marine activities.

**201-4 — FLAGSTAFF, ARIZONA: SERVICE COMMUNITY.** A service community, also lumbering and publishing activities.

Each Filmstrip with Guide

**201-SAR — 4 F/S, 2 Records**

### Group 2

**201-5 — NEW ORLEANS: MARKETING COMMUNITY.** Distributing point of the South, industries, marketing, relation to Old World.

**201-6 — SAN FRANCISCO: FINANCIAL COMMUNITY.** A cosmopolitan city—banking, brokerage, and U.S. Mint.

**201-7 — DETROIT: MANUFACTURING COMMUNITY.** Technology and production of motor vehicles. Production of computers.

**201-8 — CHICAGO: TRANSPORTATION COMMUNITY.** Activities in world's greatest air, rail and truck terminus.

Each Filmstrip with Guide . . . .

## Conservation For Beginners *Full Color • Primary*

Filmstrips introduce basic concepts of forestry, land erosion and animal preservation with original stories featuring friendly animals and children. Lifelike situations demonstrate the value of good conservation practices and the dangers of carelessness. Explains reasons for outdoor rules.

**430-1 — SONNY SQUIRREL AND THE PINE TREES.** (33 frames)
**430-2 — THE DEER AND THE HAYSTACK.** (27 frames)
**430-3 — A PICNIC FOR DICK AND HIS FRIENDS.** (24 frames)
**430-4 — THE LAMB AND THE BLUEBELLS.** (26 frames)
**430-5 — SUSAN AND THE FOREST FIRE.** (28 frames)
**430-6 — THE MUDDY RAINDROPS.** (33 frames)

Each Captioned Filmstrip . . . . . . . . . . . . . .
**430-S — Set of 6 Captioned Filmstrips** . . . . . . . . . .

## Science For Beginners *Full Color • Primary*

Colorful artwork with captions presents basic science principles. Introduces the five major areas of science on a primary level to prepare pupils for advanced science study. By John Sternig, Science Specialist, former Asst. Supt. Schools, Glencoe, Ill.

**425-1 — THE WORLD OF LIVING THINGS.** (38 frames)
**425-2 — OUR HOME, THE EARTH.** (35 frames)
**425-3 — THE SKY ABOVE OUR EARTH.** (51 frames)
**425-4 — MACHINES AND TOOLS TO HELP US WORK.** (40 frames)
**425-5 — MAGNETISM AND ELECTRICITY.** (31 frames)
**425-6 — LIGHT, HEAT AND SOUND.** (31 frames)

Each Captioned Filmstrip . . . . . . . . . . . . . .
**425-S — Set of 6 Captioned Filmstrips** . . . . . . . . . .

## Children Around The World Filmstrip Series

*Full Color • Primary-Intermediate*

**Superb, full-color photographs provide insights into the lives of our world neighbors through observation of children and their activities.**

**C235-1 — TRINIDAD.** Shows children of many races living in this West Indian nation. Examines the culture, geography and tropical beauty of this island. Students see the oil, asphalt and sugar industries. (52 frames, approx. 7 minutes)

**C235-2 — BRAZIL.** Depicts the varied lives of 7 children in this land of contrasts. Visits urban and rural areas. (58 frames, approx. 11½ minutes)

**C235-3 — KOREA.** Portrays the suffering, dreams and simple pleasures of a family dispossessed by war. Shows the daily life in Pusan, a trip to market, visits to the country and to an historic palace. (54 frames, approx. 9 minutes)

**C235-4 — HONG KONG.** Tells the story of a Chinese refugee girl and her mother. Shows an overcrowded city where the old and new meet. (69 frames, approx. 11 minutes)

Each Filmstrip with Teacher's Guide

**C235-SR — Set of 4 Filmstrips, 2 Back-to-back Records, 4 Teacher's Guides**

## Basic Primary Science

Facts about life, physical environment and properties of the universe are explained in simplest terms. Especially meaningful because scientific phenomena are expressed through everyday occurrences.

### Group 1 *Full Color • Primary*

**24-1 — FINDING OUT HOW PLANTS GROW.** Basic needs of plants demonstrated by a growing bean plant. (26 frames)

**424-2 — FINDING OUT HOW ANIMAL BABIES GROW.** Their birth and early care. Some resemble parents, others do not. (26 frames)

**424-3 — FINDING OUT HOW YOU GROW.** Need for food, play, rest, cleanliness. Explains the five senses. (26 frames)

**424-4 — FINDING OUT ABOUT THINGS AROUND US.** Beach trip shows many facets of common things. (25 frames)

**424-5 — FINDING OUT ABOUT LAND, AIR, AND WATER.** How they work for us . . . rocks, soil, clouds, etc. (25 frames)

**424-6 — FINDING OUT ABOUT THE SKY.** Stars and their formations. Sources of light. Night and day. (22 frames)

## Learning To Live Together

Encourages students to understand and respect other people. Teaches that tolerance and understanding can lead to more wholesome friendships, how life can be more enjoyable by learning to live with others . . . and how family cooperation leads to a happier relationship. Narration on back-to-back, 33⅓ rpm records. Consultant: A. L. Marble, Ph.D., Los Angeles County Schools AV Director. (Family Films)

### Part 1

*Full Color • Primary—Intermediate*

**F801-1 — WORKING TOGETHER IN THE FAMILY.** (31 frames, 7 min.)

**F801-2 — LEARNING TO USE MONEY WISELY.** (37 frames, 7 min.)

**F801-3 — LEARNING TO BE FORGIVING.** (41 frames, 7 min.)

**F801-4 — LEARNING TO BE UNSELFISH.** (34 frames, 7 min.)

### Part 2

*Full Color • Primary—Intermediate*

**F802-1 — GETTING ALONG WITH FAMILY.** (43 frames, 7 min.)

**F802-2 — CHUCK LEARNS ABOUT SHARING.** (36 frames, 7 min.)

**F802-3 — LEARNING HOW TO BE LIKED.** (38 frames, 7 min.)

**F802-4 — LEARNING TO MAKE FRIENDS.** (41 frames, 7 min.)

## MULTI-MEDIA KIT
## M-42L — Transportation

*Full Color • Primary*

**4 SOUND FILMSTRIPS**

**114-SAR — Fun On Wheels** (Set of 4 Filmstrips, 2 Records)

**2 CAPTIONED FILMSTRIPS**

**220-6 — Transportation** (1 Filmstrip) . . .
**221-1 — Airports And Airplanes** (1 F/S).

**16 TALKING PICTURE-STORY STUDY PRINTS**

**TSP-129R — How People Travel In The City** (8 Prints, 1 Record) . . . . . . . . . . . . . . . .
**TSP-130R — Moving Goods For People In The City** (8 Prints, 1 Record) . . . . . . . . . . . .

**3 SLIDE & GUIDE SLIDESETS**
(ea. w/20 Slides/Guide)

**SG-19S — Kinds of Airplanes** . . . . . . . . .
**SG-20S — Parts of an Airplane** . . . . . . . .
**SG-21S — Airport Workers** . . . . . . . . . . .

## MULTI-MEDIA KIT
## M-40K — Homes & Family Living

*Full Color • Kindergarten—Primary*

**5 SOUND FILMSTRIPS — 4 GAMES**

**208-SR — Robert And His Family** (Set of 4 Filmstrips, 2 Records) . . . . . . . .
**208S-WG — 4 F/S Word Games for above**
**420-1R — Sights And Sounds Of The Home** (1 Filmstrip, 1 Record) . . . .

**6 CAPTIONED FILMSTRIPS — 6 GAMES**

**207-SA — Primary Social Studies — Group 1** (How other families live. ) (Set of 6 Filmstrips) . . . . . . . . . . . . . . . . .
**207SA-WG — 6 F/S Word Games for above**

**8 PICTURE-STORY STUDY PRINTS**

**SP-125 — A Family At Work And Play** (8 prints)

## MULTI-MEDIA KIT
## Community Workers

*(Primary)*

**8 SOUND FILMSTRIPS**

**Community Workers And Helpers, Groups 1 & 2** (8 Filmstrips, 4 Records). . . . . .

**64 PICTURE-STORY STUDY PRINTS®**

**Community Helpers** (48 Prints) . . . . . . .
**School Friends And Helpers** (8) . . . . . .
**Neighborhood Friends And Helpers** (8 Study Prints) . . . . . . . . . . . . . . . . . . . . . . . .

**SLIDE & GUIDE® SLIDESET**

**Airport Workers** (20 Slides/Guide) . . . .

**6 RECORDINGS**

**Knowing Our Community Helpers** . . . . .

**MM-67 — KIT (with Records)** . . .

## MULTI-MEDIA KIT
## M-45 — Family & Community Life

*Full Color • Primary*

**5 CAPTIONED FILMSTRIPS**

**207-1 — Families Have Fun** (1 F/S) . . .
**207-2 — Family Members Work** (1 F/S)
**207-3 — School Friends & Activities** (1 Filmstrip) . . . . . . . . . . . . . . . . . . .
**221-6 — Schools** (1 Filmstrip) . . . . .
**567-2 — Let's Visit Our Friends** (1 F/S)

**24 PICTURE-STORY STUDY PRINTS**

**SP-125 — A Family At Work And Play** (8 prints)
**SP-126 — School Friends And Helpers** (8 prints)
**SP-127 — Neighborhood Friends And Helpers** (8 prints)

## MULTI-MEDIA KIT
## M-51 —Food & Food Helpers

*Full Color • Primary—Intermediate*

**8 CAPTIONED FILMSTRIPS**

**203-S — How We Get Our Foods** (4 F/S)
**567-1 — Let's Have A Party** (1 Filmstrip)
**568-1 — A Right Breakfast** (1 Filmstrip).
**424-19 — Finding Out How Foods Are Used In Your Body** (1 Filmstrip) . . . . . . . . . . .
**221-2 — Health** (1 Filmstrip) . . . . . . . . . . .

**24 PICTURE-STORY STUDY PRINTS**

**SP-122 — Dairy Helpers** (8 Prints) . . . . . .
**SP-123 — Supermarket Helpers** (8 Prints)
**SP-108 — Common Fruits — Group 1** (8).

**FOUR 8mm LOOPS, 4 RECORDS**

**SU-102SR — The Story of Milk** . . . . . . . .

## MULTI-MEDIA KIT
## M-21 — Drugs And Your Health

*Full Color • Primary—Intermediate*

**10 SOUND FILMSTRIPS**

**C100-SAR — Drugs And You** (4 Filmstrips, 2 Records). . . . . . . . . . . .
**563-SAR — Development Of Drugs And Their Role** (2 Filmstrips, 1 Record). .
**C780-SAR — Drugs In Today's World** (4 Filmstrips, 2 Records) . . . . . . . . . . .

**8 OVERHEAD TRANSPARENCIES**

**SDA-1810 — Drug Abuse** (8 Transparencies) . . . . . . . . . . . . . . . .

## MULTI-MEDIA KIT
## M-64K — Human Values

*Primary—Intermediate*

**10 SOUND FILMSTRIPS**

**F796-SAR — Learning About Manners** (6 Filmstrips, 3 Records) . . . . . . .
**777-SAR — Developing Basic Values** (4 Filmstrips, 2 Records) . . . . . . .

**6 SOUND RECORDINGS**

**XR-8 — Living With Others — Citizenship I & II** (6 Records, 33⅓ rpm) . . . . .

## MULTI-MEDIA KIT
## Cooperative Living

*(Primary—Int.)*

**12 SOUND FILMSTRIPS**

**Learning To Live With Others—Groups 1 & 2** (8 Filmstrips, 4 Records) . . . . . . . . .
**Getting To Know Me** (4 Filmstrips, 2 Records) . . . . . . . . . . . . . . . . . . . .

**16 PICTURE-STORY STUDY PRINTS®**

**We Help And Share** (8 Prints) . . . . . . . .
**Things We Care About** (8 Prints) . . . . . .

**8 RECORDINGS**

**Living With Others—Citizenship, Groups** (6 Records) . . . . . . . . . . . . . . . . . . .
**Case Studies In American Teamwork** (2 Innovation Records) . . . . . . . . .

## MULTI-MEDIA KIT
## M-44 — Community Helpers

*Full Color • Primary*

**8 CAPTIONED FILMSTRIPS**

**203-S — How We Get Our Foods** (4 F/S)
**221-4 — Policemen And Firemen** (1 F/S).
**221-5 — Our Post Office** (1 Filmstrip) . . . .
**567-5 — Let's Visit The Dentist** (1 F/S). .
**567-7 — Safe & Sound Along The Way** (1)

**32- PICTURE-STORY STUDY PRINTS**

**SP-119 — Police Dept. Helpers** (8 Prints).
**SP-120 — Fire Dept. Helpers** (8 Prints). . .
**SP-121 — Postal Helpers** (8 Prints) . . . . . .
**SP-122 — Dairy Helpers** (8 Prints) . . . . . .

## MULTI-MEDIA KIT
## M-45 — Family & Community Life

*Full Color • Primary*

**5 CAPTIONED FILMSTRIPS**

**207-1 — Families Have Fun** (1 Filmstrip). .
**207-2 — Family Members Work** (1 F/S) . .
**207-3 — School Friends & Activities** (1). .
**221-6 — Schools** (1 Filmstrip) . . . . . . . . . .
**567-2 — Let's Visit Our Friends** (1 F/S). .

**24 PICTURE-STORY STUDY PRINTS**

**SP-125 — A Family At Work And Play** (8)
**SP-126 — School Friends And Helpers** (8)
**SP-127 — Neighborhood Friends And Helpers** (8 Prints) . . . . . . . . . . . . . . . . .

## Food, Clothing, and Shelter

*Full Color • Primary*

A basic study that gives children an introduction to these essentials. Correlates with leading texts. Each filmstrip introduces new words. Question frames stimulate discussion.

### How We Get Our Foods

**203-1 — THE STORY OF MILK.** The dairy farm, inspection, pasteurization, bottling, delivery to home and market. (41 frames)

**203-2 — THE STORY OF BREAD.** Harvesting wheat, making flour and bread. (46 frames)

**203-3 — THE STORY OF FRUITS & VEGETABLES.** Planting, cultivating, harvesting, shipping to market; canning, freezing. (41 fr.)

**203-4—THE STORY OF MEAT.** Ranches, stockyard, processing—various cuts. (41 frames)

### How We Get Our Clothing

**204-1 — THE STORY OF COTTON.** Plantation to bolt of cloth, cloth products. (35 frames)

**204-2 — THE STORY OF WOOL.** Ranching, shearing, dyeing, weaving. (36 frames)

**204-3—THE STORY OF LEATHER.** From ranch to shoe store — tanning, drying, manufacturing, shipping, etc. (33 frames)

**204-4 — THE STORY OF RUBBER.** Plantation, processing, making a rubber boot. (32 fr.)

### How We Get Our Homes

**205-1 — PLANNING THE HOME.** Choosing a home. Visits to realtor, contractor, banker. (29 frames)

**205-2 — BUILDING THE FOUNDATION.** Excavation, footings, I beam, etc. (30 frames)

**205-3 — BUILDING THE SHELL.** Carpenters, bricklayers, plumbers, etc. (33 frames)

**205-4 — FINISHING THE HOME.** Plastering, decorating. "Moving in." (32 frames)

## Learning To Live With Others *Full Color • Primary—Intermediate*

Delightful stories, featuring full-color photography and accompanying narration, emphasize the importance of basic life values, as applied to the individual. Students will readily identify with the everyday situations presented in the filmstrips. This series is especially designed to help children think for themselves—to feel and grow. Parents and the family unit are presented in a supporting role guiding children into discovering positive human values for themselves. The children in these filmstrips reflect a variety of ethnic and economic backgrounds. Excellent for social studies classes and for child guidance programs. (Family Films)

### Group 1

**F800-1 — LEARNING TO BE YOUR BEST SELF.** Recognizing yourself as a unique person with special talents and abilities of your own. (48 frames, 6 minutes)

**F800-2 — LEARNING ABOUT LISTENING.** A fast and constant talker learns the value of listening. (49 frames, 6 minutes)

**F800-3 — LEARNING WHAT GIVING IS ALL ABOUT.** Understanding the meaning and importance of giving of oneself is taught when United Fund drive takes place at school. (50 frames, 8 minutes)

**F800-4 — LEARNING TO BE RESPONSIBLE.** Discovering the responsibility of being a "best friend". (46 frames, 7 minutes)

### Group 2

**F800-5 — LEARNING TO TRUST PEOPLE.** Camping out with a Cub Scout den provides an unexpected lesson in learning to trust people. (49 frames, 7 minutes)

**F800-6 — LEARNING TO KEEP A PROMISE.** Promising a puppy to a friend creates unexpected problems for a young girl. (51 fr., 7 min.)

**F800-7 — LEARNING ABOUT PATIENCE.** Acting older than one really is can cause many problems for a child and her family. (51 frames, 8 minutes)

**F800-8 — LEARNING TO FACE UP TO MISTAKES.** "Great Fourth of July Turtle Race" provides a valuable lesson in human values during moments of disaster . . . and triumph. (52 frames, 8 minutes)

## Drugs And You *Full Color • Primary—Intermediate*

Now, a series of full-color sound filmstrips for use in drug education programs at the elementary grade level. A simple story format with easily identifiable characters communicates basic information, concepts and attitudes about drugs. The series progression begins with simple differentiation between foods and nonfoods, leads to an examination of the nature of drugs, and concludes with concepts about dangers of drug abuse. (Q • ED)

**C100-1 — WATCH WHAT YOU EAT.** Youngsters learn to distinguish between foods and other substances that can and cannot be taken internally. (63 frames, 7 minutes)

**C100-2 — TAKE CARE OF YOUR BODY.** A close look at how food, water, air, poisons, pollutants, medicines and injections enter and affect the body. (57 frames, 8 minutes)

**C100-3 — HELPFUL MEDICINES.** Introduction to medicines, information contained on bottle labels, functions of store remedies, misuse of medicine. (45 frames, 6 minutes)

**C100-4 — DRUGS CAN BE DANGEROUS.** An excellent introduction to the dangers of misusing drugs and other substances. (53 frames, 7 minutes)

**C100-SAR — Set of 4 Filmstrips, 2 Records, 4 Teacher's Guides** .......

## Learning About Manners

*Full Color • Primary—Intermediate*

A unique new filmstrip series in full color photography dealing with manners young people should develop and practice in everyday situations. Introduces a lively group of 4th and 5th grade students who discover the importance of showing respect, kindness and consideration for others. They learn how following the rules of good manners and behavior contributes to more effective group living. The teacher leads discussions on proper behavior patterns, and students from a variety of ethnic backgrounds contribute their experiences. An excellent opportunity to introduce healthy attitudes about the importance of good manners that young people will find useful throughout their lives. (Family Films)

**F796-1 — MANNERS AT HOME.** The importance of using good manners at home with one's family. (47 frames, 10 minutes)

**F796-2 — MANNERS AT SCHOOL.** Some new ideas about the student's responsibility in school community. (46 frames, 8 minutes)

**F796-3 — MANNERS ON THE PLAYGROUND.** Planning and practicing playground manners for a good time. (45 frames, 8 minutes)

**F796-4 — MANNERS WHILE VISITING FRIENDS.** A class party teaches how to be thoughtful guests. (45 frames, 10 minutes)

**F796-5 — MANNERS AT THE THEATER.** How to get the most enjoyment from theater-going. (44 frames, 9 minutes)

**F796-6 — MANNERS ON PUBLIC TRANSPORTATION.** The class takes a bus ride field trip. (44 frames, 9 minutes)

Each Filmstrip with Teacher's Guide ...............

**F796-SAR — Set of 6 Filmstrips, 3 Records, 6 Guides**

## The Foods We Eat

*Full Color • Primary-Intermediate*

A new full-color sound filmstrip series that explains in detail where different foods come from. Its prime objective is to help youngsters understand the basic economics of production, distribution, consumption of foods in the United States, importance of many people who work to bring us our food. Information is presented in a step-by-step progression with photographs taken "on the site" in various food processing plants, farms and food stores. Excellent for Social Studies classes and especially good background material for field trips. In cooperation with Burt Munk & Co.

**211-1 — HOW WE GET BREAD.** Looks at bread baking in the home and in commercial bakeries. The former process is used to explain the latter. (Approx. 65 frames, 18 minutes)

**211-2 — HOW WE GET MILK.** Pictures dairy cows and the production of milk, methods used in processing milk. Careful handling and testing at each stage of production insures a wholesome milk supply. (App. 50 fr., 16 min.)

**211-3 — HOW WE GET MEAT.** Shows how animals are raised for meat and how meat is processed. Shows how stores obtain fresh meat. Stresses importance of meat in North American diet. (Approximately 50 frames, 16 minutes)

**211-4 — HOW WE GET POULTRY AND EGGS.** Examines highly mechanized methods of chicken and egg production. Explains operations involved in processing chicken meat and eggs. (Approximately 60 frames, 17½ minutes)

**211-5 — HOW WE GET FRUIT.** Illustrates the many different kinds of fruit and fruit products found in stores. Focuses on the orange to demonstrate how fruit is grown and processed. (Approximately 60 frames, 17½ minutes)

**211-6 — HOW WE GET VEGETABLES.** Follows a typical vegetable, peas, through harvesting and processing. Shows freezing and canning operations. Tells students about modern economic procedure of contract farming. (Approximately 60 frames, 17½ minutes)

**211-SAR — Set: 6 Filmstrips, 3 Records,**
**6 Teacher's Guides** .....

## TRAVELING IN AND OUT OF OUR CITY

**The Airport**
**The Railroad Station**
**The Bus Station**
**The Harbor**
(avg. 49 frames)

Familiarizes children with the many sights and sounds at public transportation terminals. A visit to an airport, a train ride, a ferry crossing and a bus trip show where the various terminals are located, ticket offices, shops, restaurants, passengers, luggage, lights and whistle signals used to facilitate arrivals and departures. Pupils see the inside of each carrier and the people who operate and maintain them.

Collaborator: Frank J. Estvan, Ph.D., Professor of Education, Wayne State University.

*Primary. Social Studies, Language Arts*

# HIGH-INTEREST · LOW-VOCABULARY FILMSTRIPS
## With Captions & Sound — For Primary-Intermediate Students

New full-color filmstrips with captions and sound . . . especially created for Primary and Intermediate students who lack normal reading skills. Build reading vocabulary through vividly told stories – easy to understand and interesting. Although the words used in the captions are at the Primary level, subject matter is directed at the interest level of both Primary and Intermediate students. Produced for SVE by "The Communicators."

## HISTORY FILMSTRIPS

### People & Events In American History *Full Color • Primary—Int*

Develops an appreciation of our American heritage. (Each F/S aver.: 32 fr., 6 min.)

**T248-1 — THANKSGIVING.** Story of Thanksgiving is told simply and effectively.
**T248-2 — GEORGE WASHINGTON.** Vividly re-tells the time-honored biography.
**T248-3 — ABRAHAM LINCOLN.** Puts emphasis on Lincoln's early, formative years.
**T248-4 — GROWTH OF AN AMERICAN CITY.** Story of founding of a mythical city.
**T248-5 — COLONIAL CHILDREN.** Describes typical day of an early American family.
**T248-6 — NEW ENGLAND'S HERITAGE.** Shows how New England of today came to be.

Each Captioned Filmstrip
**T248-SAR — Set: 6 F/S, 3 Records**

### Highlights Of History *Full Color • Primary—Intermediate*

Dramatically highlights important events in world history. (Each F/S aver.: 30 fr., 6 min.)

**T382-1 — PYRAMIDS OF EGYPT.** Tells of the building, mysteries, historical value.
**T382-2 — THE HISTORY OF TRANSPORTATION.** From beginnings to space vehicles.
**T382-3 — THE HISTORY OF FLIGHT.** Types of aircraft, roles in war and peace.
**T382-4 — THE PRINTED WORD.** History of printing from early days to today.

Each Captioned Filmstrip
**T382-SAR — Set: 4 F/S, 2 Records**

## SCIENCE FILMSTRIPS

### Wonders Of Nature *Full Color • Primary—Intermediate*

Explains in simple terms the wonders of nature. (Each F/S aver.: 31 fr., 6 min.)

**T418-1 — TREES.** Describes trees, their seeds, how trees make and transmit food.
**T418-2 — DINOSAURS.** Characteristics; tells about display skeletons and models.
**T418-3 — UNDER THE OCEAN.** Oceans and ocean floors; man's explorations.
**T418-4 — EARTHQUAKES.** Causes and effects. Describes earth's faults, slippages.
**T418-5 — THE MYSTERIOUS MAGNET.** Poles, attraction, repulsion; shows uses.
**T418-6 — THE PHASES OF THE MOON.** Planet positions; solar and lunar eclipses.

Each Captioned Filmstrip
**T418-SAR — Set: 6 F/S, 3 Records**

## MUSICAL BOOKS FOR YOUNG PEOPLE

### AN INTRODUCTION TO MUSICAL INSTRUMENTS
### Based On Books Of Same Title By Lerner Publishing Co.

*Full Color • Intermediate—Jr. High*

Script consultant: Dr. Donald J. Shetler, Eastman School of Music. Instrumental consultant: Charles H. Zweigler, Master of Music, Head of Music Education, Evanston, Illinois Public Schools.

**679-1 — THE HEART OF THE ORCHESTRA.** Story of violin and other string instruments. Construction, playing techniques. (52 frames, 18 minutes)

**679-2 — SHINING BRASS.** Story of trumpet and other brass instruments. Their importance, range and differences. (48 frames, 17 minutes)

**679-3 — THE WOODWINDS.** What are they? How are they made? Tells which one is never made of wood. Their amazing versatility. (43 frames, 15 minutes)

**679-4 — THE BEAT OF THE DRUM.** From primitive slit drum to timpani. Listen to symphony kettledrums and bongo drums. (38 frames, 14 minutes)

**679-5 — KEYBOARD INSTRUMENTS.** "Ancestors" of the piano. Composition excerpts teach keyboard, pedal use and organization. (42 frames, 15 minutes)

**679-6 — FOLK INSTRUMENTS.** Illustrates, gives musical examples of fiddle, banjo, ukulele, mandolin, guitar, bagpipe, accordion. (38 frames, 14 minutes)

Each Filmstrip with Teacher's Guide
**679-SR — Set of 6 Filmstrips, 3 Records, 6 Guides**

This comprehensive filmstrip set takes you behind the scenes with accurate illustrations of band, orchestra and folk instruments. Gives their history, tone quality, range, characteristics and particular place in performing music groups. Presentation models actual teaching methods currently used. Examples of classical, patriotic, band, jazz and folk music are given on accompanying records.

### Your Dictionary And How To Use It

*Full Color • Primary-Intermediate*

Eye-catching drawings make learning about the dictionary exciting. Develops skill in word finding, alphabet use—syllabification and accenting. By Devona M. Price, formerly Dir. of Education and Kathleen Mulryan, teacher, Oak Park, Ill. schools.

**125-1 — YOU CAN FIND WORDS EASILY.** (27 frames)

**125-2 — MAKE ALPHABETIZING WORK FOR YOU.** (29 frames)

**125-3 — FIRST YOU FIND IT: THEN DEFINE IT.** (26 frames)

**125-4 — WHO'S MISPRONOUNCING?** (34 fr.)

**125-5 — THE VOWEL, BACKBONE OF A SYLLABLE.** (36 frames)

**125-6 — WORDS & THEIR WAYS.** (28 frames)

Each Captioned Filmstrip
**125-S — Set of 6 Filmstrips**

### Using Good English

*Full Color • Primary-Intermediate*

Teaches effective writing and speaking — how to write letters, make oral and written reports. Consultant: H. G. Shane, Ph.D., Univ. Professor of Ed., Indiana University.

**130-1 — BUILDING GOOD SENTENCES.** (40 frames)

**130-2 — USING PLURALS CORRECTLY** (39 frames)

**130-3 — POSSESSIVES, CONTRACTIONS, AND ABBREVIATIONS.** (40 frames)

**130-4 — USING CAPITAL LETTERS AND PUNCTUATION.** (43 frames)

**130-5 — LETTER WRITING FOR A REASON.** (47 frames)

**130-6 — MAKING ORAL AND WRITTEN REPORTS.** (47 frames)

Each Captioned Filmstrip
**130-S — Set of 6 Filmstrips**

## Linguistic Backgrounds Of English -

*Intermediate—Jr. High*

Introduces students to the science of language! Original, full-color artwork with recorded narration and music dramatizes the origins, development and modification of the English language. Investigates theories of communication, relationship between language and culture, use of symbols.

### Group 1

**131-1 — WORDS COME TO LIFE.** Development of English language, evolution of the alphabet. (43 frames, 17½ minutes)

**131-2 — WHAT'S IN A NAME?** Shows some of the ways in which people, places and things received their names. (33 fr., 14½ min.)

**131-3 — OUR CHANGING LANGUAGE.** Shows how language grows, changes. How science, sports add new words. (39 frames, 20 min.)

**131-4 — THE GEOGRAPHY OF LANGUAGE.** Gives examples of thirteen widely-spoken languages. (36 frames, 19 minutes)

**131-5 — INTERESTING FACTS ABOUT YOUR LANGUAGE.** Proverbs, codes, "life history" of 2 English words. (43 fr., 16. min.)

**131-6 — HOW ENGLISH TRAVELED OVERSEAS.** Tells why the use of the English language is so widespread. (37 fr., 17 min.)

### Group 2

**131-7 — LANGUAGE & COMMON UNDERSTANDING.** How ideas translated into written words, speech, gestures, visual symbols convey meaning. (50 frames, 17½ minutes)

**131-8 — SYMBOLS & EVERYDAY LANGUAGE.** Defines, categorizes, shows evolvement of symbols in our language. (50 fr., 15½ min.)

**131-9 — HOW WE COMMUNICATE.** Explains communication process. (43 fr., 16 min.)

**131-10 — USING LANGUAGE APPROPRIATELY.** How pronunciation, vocabulary, manner affect word meanings. (40 frames, 15 min.)

**131-11 — YOUR CULTURE AND COMMUNICATION.** How interaction with environment affects communication. (41 fr., 16 min.)

**131-12 — THE LANGUAGE OF CULTURE.** What customs of dress, food, religion tell about a civilization. (47 frames, 17 minutes)

## Group 1 Understanding Your Language—

*Full Color • Int.—Jr.*

A modern filmstrip series for contemporary studies of English language variations and grammar. Full-color, artists' visuals, charts and color-coding provide superb optical and aural communication for the student. Emphasis is placed on learning the principal parts of speech through examples and color coded form and structure words. Authors: June G. Shane, Ed.D., and Harold G. Shane, Ph.D., Indiana University; Ted DeVries, Ed.D., Indiana State University, Evansville.

**132-1 — WORD ORDER.** Relationships of one word to another, how words give meaning to our sentences, and how word order differs in various languages. (42 frames, 16½ minutes)

**132-2 — PITCH, STRESS AND JUNCTURE.** Spoken language uses three vocal variations called intonation: Pitch is the rising and falling of sounds; Stress is word emphasis; Juncture is speech sound interruptions. (51 frames, 18 minutes)

**132-3 — WORD BUILDING.** Introduction of free and bound morphemes and different types of prefixes and suffixes. Differentiate morphemes from syllables. (45 frames, 17 minutes)

**132-4 — GRAMMAR IN WORDS: FORM WORDS.** Recognizing nouns, pronouns, verbs, adjectives and adverbs. How each is formed, use of the possessive form and the addition of morphemes. Two audio bands for more effective learning. (52 fr., 18½ min.)

**132-5 — GRAMMAR IN WORDS: STRUCTURE WORDS.** Learning about determiners, auxiliaries, intensifiers, connectives and miscellaneous structure words such as expletives and question words. (42 frames, 16 minutes)

**132-6 — BASIC STRUCTURE INGREDIENTS.** Summary of information from first five filmstrips. Explanations of proper grammar, form word patterns, and ways in which structure words signal form words. (49 frames, 17½ minutes)

Each Filmstrip with Teacher's Guide

**132-SAR — Set: 6 Filmstrips, 3 Records**

## Exploring Punctuation

*Full Color • Jr. - Sr. High*

Stimulates interest in the medium of writing. Introduces the required marks by name and usage, calls attention to importance of knowledge in writing skills.

### The Comma

*Full Color • Jr. - Sr. High*

**127-1 — IN A SERIES.** (43 frames)
**127-2 — IN ADDRESSES AND DATES.** (40 fr.)
**127-3 — WITH DIRECT ADDRESS, INTRODUCTORY WORDS, FINAL QUERY.** (37 frames)
**127-4 — WITH APPOSITIVES AND PARENTHETICAL EXPRESSIONS.** (34 frames)
**127-5 — WITH CLAUSES AND PHRASES.** (46 frames)
**127-6 — IN MISCELLANEOUS USAGE.** (34 fr.)
Each Captioned Filmstrip
**127-SA — Set of 6 Captioned Filmstrips**

### End And Other Common Punctuation

*Full Color • Jr. - Sr. High*

**127-7 — END PUNCTUATION.** (55 frames)
**127-8 — COLON AND SEMICOLON.** (58 fr.)
**127-9 — PARENTHESES AND DASH.** (33 fr.)
**127-10 — APOSTROPHE AND QUOTATION MARKS.** (55 frames)
**127-11 — ITALICS AND HYPHEN.** (49 frames)
**127-12 — CAPITALIZATION.** (49 frames)
Each Captioned Filmstrip
**127-SB — Set of 6 Captioned Filmstrips**

## The Newspaper In America

*Jr.-Sr. High*

Full-color illustrations and accompanying narration present a wealth of interesting and factual information to introduce students to the newspaper's role in modern communications. Encourages students to become regular newspaper readers. Shows the various kinds of newspapers and the structure, style and types of news stories. Presents the people who make up newspaper staffs and their responsibilities. Author and photographer: Howard F. Decker, Chairman, English Department, Morton Township High School, Morton, Illinois.

**161-1 — READING DAILY NEWSPAPERS.** Overview of the daily newspaper. How a newspaper is arranged by section and topic coverage. Important terms defined. (59 frames, 16½ minutes)

**161-2 — WEEKLIES AND OTHER PUBLICATIONS.** How other publications differ from daily newspapers. Specialized purposes and functions of weeklies, school papers and organizational publications are examined. (58 frames, 14½ minutes)

**161-3 — WRITING FOR NEWSPAPERS.** Examines the techniques of note-taking and writing newspaper copy. Analyzes news stories and other forms of writing. (52 frames, 14 minutes)

**161-4 — UNDERSTANDING FEATURE STORIES.** Differences between writing straight newspaper copy and writing feature stories. Types and styles of feature stories. (56 fr., 16½ min.)

**161-5 — PREPARING NEWS FOR PRINT.** Gathering news, editing it, and preparing finished stories for printing. The duties of each person on the newspaper staff. (46 fr., 12 min.)

**161-6 — THE FINISHED NEWSPAPER.** Mechanical aspects of publishing, assembling, distributing a newspaper. (57 fr., 14 min.)

## Understanding Electricity Ⓖ

*Full Color • Single Concept Approach • Int.—Jr. High*

Full-color photography, precise diagrams, and narration relate basic principles of electricity and explain its sources. Discusses the application of this force to today's complex equipment. Emphasizes terminology. Banded records facilitate single concept presentation.

**412-1 — HOW RADIO AND RADAR WORK.** How radio waves are produced and how they travel. Shows the function of transmitter and receiver. Explains radar. (59 fr., 14 min.)

**412-2 — HOW ELECTRICITY IS PRODUCED.** Shows how generators and batteries differ. Illustrates piezoelectric, photoelectric, and thermoelectric effects. (61 fr., 14 min.)

**412-3 — PRODUCING STATIC ELECTRICITY.** How materials become positively or negatively charged. Why electrically charged objects repel or attract. (59 fr., 13 min.)

**412-4 — ELECTRIC CIRCUITS AND HOW THEY WORK.** Explains the steps necessary to form a circuit. Shows difference in parallel and series circuits. Why a fuse "blows." (58 frames, 12½ minutes)

Each Filmstrip with Teacher's Guide

**412-SR — Set: 4 F/S, 2 Records**

## Basic Weather Series

*Full Color • Intermediate—Jr. High*

Dramatic, full-color photographs taken by weather satellite Tiros, present an exciting and informative study of weather. Show why the winds blow, why weather changes, how the seasons are caused and why it rains, snows, hails and sleets. Consultants: Tetsuya Fujita, Ph.D., and Henry A. Brown, both of Department of Meteorology, University of Chicago.

**421-1 — WHY DOES THE WIND BLOW?** Cause of local winds, jet stream, prevailing winds. Photos of tornado, hurricane (from the air), blizzard. (33 frames)

**421-2 — WHY DOES THE WEATHER CHANGE?** Chief air masses that affect U.S. weather. Polar, tropical, maritime, and continental air masses. Warm, cold, stationary and occluded fronts. Photos of various types of clouds. (39 frames)

**421-3 — WHY THE SEASONS?** How earth's relationship to sun causes seasons. Solstices and equinoxes. (30 frames)

**421-4 — WHY DOES IT RAIN, SNOW, HAIL, AND SLEET?** Explains latest scientific methods of weather study. (39 frames)

## Electricity At Work *Full Color • Int.—Jr.-Sr. High* Ⓒ

A comprehensive new series of filmstrips fosters understanding of effects of current electricity . . . involves students in exciting, easy-to-duplicate experiments that make learning more meaningful. Common appliances are used to illustrate concepts introduced in series.

**417-1 — LIGHT & HEAT FROM ELECTRICITY.** Incandescent lamp, heating, circuit breakers, and fuses. (54 frames, 12½ minutes)

**417-2 — "COOL" LIGHT FROM ELECTRICITY.** A comprehensive analysis of neon and fluorescent lighting. Color television, electroluminescent panel. (56 fr., 11½ min.)

**417-3 — MAGNETISM FROM ELECTRICITY.** Operations of a doorbell and a giant crane in a metal salvage yard demonstrate uses of magnets. (55 frames, 12 minutes)

**417-4 — THE TELEGRAPH & TELEPHONE.** Work of Henry, Morse, Bell. Radio relay towers, picture phones. (57 fr., 14½ min.)

**417-5 — INDUCTION & TRANSFORMERS.** Transformers for doorbells, oil heaters, power-transmission networks. (59 fr., 12½ min.)

**417-6 — ELECTROLYSIS & ELECTROPLATING.** Electrolytic cells, electroplating machinery, water electrolysis. (61 fr., 15 min.)

Each Filmstrip with Guide . . . . . . . . . .

**417-SAR — Set: 6 F/S, 3 Records**

## MULTI-MEDIA KIT

### M-19 — Sound And Light

*Full Color • Intermediate—Jr. High*

**2 SOUND FILMSTRIPS**

**406-3R — Introduction To Light**
(1 Filmstrip, 1 Record) . . . . . . . . . . . . . .
**406-5R — Introduction To Sound**
(1 Filmstrip, 1 Record) . . . . . . . . . . . .

**4 CAPTIONED FILMSTRIPS**

**482-4 — Sound Waves** (1 Filmstrip) . . . .
**482-8 — Light And How It is Reflected**
(1 Filmstrip) . . . . . . . . . . . . . . . . . . . . . . .
**482-9 — Light And How It is Refracted**
(1 Filmstrip) . . . . . . . . . . . . . . . . . . . . . . .
**434-3 — Finding Out About Light** (F/S) . .

**12 OVERHEAD TRANSPARENCIES**

**ETL-1640 — Light** (6 Transparencies) . .
**ETS-1630 — Sound** (6 Transparencies) . .

## Our Ever-Changing Earth

*Full Color • Intermediate—Jr. High*

Each filmstrip designed for use in whole or in part — text frames itemize concepts, and vocabulary frames point out new words. Diagrams and questions clarify ideas.

**443-1 — WORK OF RUNNING WATER.** How valleys develop, effects of streams. (47 frames)
**443-2 — WORK OF WIND.** Abrasion, transportation, and deposition. (41 frames)
**443-3 — WORK OF GROUND WATER.** Water tables, caves, geysers, hot springs. (47 frames)
**443-4 — WORK OF THE SEA.** Coasts, waves, current, spits, fiords, bars. (45 frames)
**443-5 — WORK OF SNOW AND ICE.** Explains two types of glaciers. (48 frames)
**443-6 — WORK OF INTERNAL FORCES.** Faulting, folding, vulcanism, etc. (50 frames)

Each Captioned Filmstrip . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**443-S — Set of 6 Captioned Filmstrips** . . . . . . . . . . . . . . . . . . . . . . . . .

## Understanding Oceanography

*Full Color • Single Concept Approach • Jr.-Sr. High*

Methods used for studying the ocean and its basins are described by authenticated artwork and recorded narration. Explains the need for utilizing the ocean's food and minerals. By R. G. Johnson, Ph.D., Marine Biologist, and R. L. Miller, Ph.D., Marine Geophysicist; both with Department of Geophysical Science, University of Chicago.

**503-1 — STUDY OF OCEANS**—"Challenger" to modern techniques. (47 fr, 13 min.)
**503-2 — THE OCEAN BASINS.** "Project Mohole;" ocean topography. (45 fr, 13 min.)
**503-3 — CHARACTERISTICS OF SEAWATER.** (44 frames, 13 minutes)
**503-4 — CURRENTS, WAVES, AND TIDES.** (50 frames, 13 minutes)
**503-5 — LIFE OF THE OPEN SEAS.** Tapping the ocean's food resources. (49
**503-6 — LIFE ON THE SEA FLOOR AND SHORE.** (48 frames, 13 minutes)

Each Filmstrip with Teacher's Guide . . . .

**503-SR — Set of 6 Filmstrips, 3 Records,**

## Conservation For Today's America

*Full Color • Intermediate—Jr. High*

Up-to-date analysis of the importance of conservation of natural resources including two new problem areas — Urban and Land conservation. Explains causes of problems, what can be done about them. By Robert Sinclair, Ph.D., Dept. of Geog., Wayne State Univ.

**433-1 — SOIL CONSERVATION TODAY.** Types of soil erosion. (41 frames)
**433-2 — FOREST CONSERVATION TODAY.** Forests in our lives, economy. (46 frames)
**433-3 — WATER CONSERVATION TODAY.** Study of remedies for water problems. (39 fr)
**433-4 — WILDLIFE CONSERVATION TODAY.** Growth stimulation, protection. (39 frames)
**433-5 — MINERAL CONSERVATION TODAY.** Our irreplaceable minerals. (52 frames)
**433-6 — URBAN CONSERVATION TODAY.** Complexities of population explosion. (43 fr)
**433-7 — LAND CONSERVATION TODAY.** Living changes and land utilization. (51 fr)

Each Filmstrip with Teacher's Guide . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**433-SR — Set of 7 Filmstrips, 4 Records, 7 Teacher's Guides** . . . . . . . . . . . . . . .

## The Work Of Simple Machines Ⓖ

*Full Color • Single Concept Approach • Int.—Jr. High*

Colorful photographs and supplementary diagrams clearly demonstrate the mechanical advantages of simple machines and how to measure their work. Accompanying narration is on 33⅓ rpm records — which are banded to facilitate single concept presentation of the subject matter. Consultant: Dr. Edward Victor, Prof. of Science Education, Northwestern University.

**405-1 — THE WORK OF THE WHEEL AND AXLE.** Shows wheel and axle principle through the use of common objects. (44 frames, 9 minutes)

**405-2 — THE WORK OF THE LEVER.** First, second, third class levers. (41 fr., 10 min.)

**405-3 — THE WORK OF THE PULLEY.** Operation of fixed and movable pulleys, mechanical advantages, measurement in foot-pounds; how pulleys are used. (49 fr., 11 min.)

**405-4 — THE WORK OF THE INCLINED PLANE, SCREW, AND WEDGE.** Mechanical advantage, how they help us work. (44 fr., 11 min.)

**405-5 — THE WORK OF GEARS.** Concepts developed: how gears, belts and chains transfer power of engines and motors; how gears change direction of motion; mechanical advantage, use of different-sized gears. (40 frames, 10 minutes)

## Introduction To Matter And Energy

*Full Color • Primary—Intermediate*

Photography, diagrams and recorded narration explain operations of familiar objects. Children performing experiments demonstrate basic principles. Banded records provide discussion of each principle.

**406-1 — INTRODUCTION TO SIMPLE MACHINES.** Lever, wheel and axle, pulley, inclined plane, complex machines. (68 frames, 12 min.)

**406-2 — INTRODUCTION TO HEAT.** Sources, effects, uses of heat. Explains use of thermometers. (75 frames, 12 minutes)

**406-3 — INTRODUCTION TO LIGHT.** Sources, perception. Prism, reflection, transparency, translucency, opaqueness. (67 fr., 13 min.)

**406-4 — INTRODUCTION TO ELECTRICITY.** Familiar uses, sources; dry cells; batteries, circuits, conductors. (67 frames, 13 minutes)

**406-5 — INTRODUCTION TO SOUND.** How produced and perceived. Vibration, loudness, softness, vocal cords. (66 frames, 13 minutes)

Each Filmstrip with Teacher's Guide

**406-SR — Set: 5 F/S, 3 Records, 5 Guides**

## Understanding Weather And Climate

*Full Color • Records • Intermediate—Jr. High*

Superb full color photographs, supplemented with explanatory artwork, acquaint students with basic facts about weather and weather phenomena. Explains various weather instruments used in forecasting weather. Each sound filmstrip begins with introduction of terms; filmstrips and banded records facilitate single concept presentation. By: Dr. Edward Victor, Prof. of Science Ed., Northwestern University.

**404-1 — AIR MASSES AND WEATHER FRONTS.** Describes four kinds of fronts and the different weather they produce. (62 fr., 16 min.)

**404-2 — WINDS AROUND THE WORLD.** What causes winds. Winds and pressure belts around the earth; doldrums, horse latitudes, trade winds, etc. (70 frames, 16 minutes)

**404-3 — HUMIDITY AND HOW IT AFFECTS US.** Explains humidity and its everyday effects. Defines "relative humidity" and how it is calculated. How to measure humidity with instruments. (70 frames, 17 minutes)

**404-4 — HOW TO FORECAST THE WEATHER.** Instruments used to predict weather. How to make and use instruments, how to record, interpret information. (70 frames, 17 min.)

**404-5 — MOISTURE AND PRECIPITATION IN THE AIR.** How moisture in air affects weather. Different kinds of precipitation are illustrated and discussed. (70 frames, 16 minutes)

**404-6 — WEATHER CHANGES AND THEIR CAUSES.** How changes in temperature, pressure, motion, and moisture content affect weather. Explains evaporation, condensation, air currents. Thunder and lightning. (70 frames, 18 minutes)

Each Filmstrip with Guide

**404-SR — Set: 6 F/S, 3 Records**

## Basic Intermediate Science

*Full Color • Intermediate*

Full-color captioned filmstrips present stimulating questions to encourage experimentation. Correlated with leading science textbooks.

**434-1 — FINDING OUT ABOUT ELECTRICITY.** Production, use of conductors, generators, circuits, switches, non-conductors. (35 frames)

**434-2 — FINDING OUT ABOUT WHEELS AND PULLEYS.** How wheels, gears, wheels and axles, cranks and pulleys serve man. (43 frames)

**434-3 — FINDING OUT ABOUT LIGHT.** Sources of light, light reflection. Explains spectrum and lenses of light. (46 frames)

**434-4 — FINDING OUT ABOUT WEATHER.** Earth's atmosphere. Cloud movements, formations; weather study; instruments. (47 frames)

**434-5 — FINDING OUT ABOUT THE UNIVERSE.** Early beliefs, work of astronomers. Discusses stars, galaxies, instruments. (42 frames)

**434-6 — FINDING OUT ABOUT GREEN PLANTS.** Explains how seeds germinate and develop roots, stems and leaves. (40 frames)

**434-7 — FINDING OUT HOW YOUR BODY IS PROTECTED.** Protection of skin, fingernails, toenails; bone framework; sense organs. (41 fr.)

Each Captioned Filmstrip

**434-SA — Set of 7 Captioned Filmstrips**

## Elementary Chemistry

*Full Color • Intermediate—Jr. High*

Original full-color photographs, charts and explicit captions explain basic principles of chemistry, strengthen understanding of experiments. Use for group or individual study.

**427-20 — WHAT THINGS ARE MADE OF.** Properties and uses of elements. Differences between compounds and mixtures. Demonstrates how combinations of certain elements produce surprising results. (43 frames)

**427-21 — CHEMICAL CHANGES.** Differences between physical and chemical changes. Shows chemical changes that occur daily. Harmful and helpful chemical changes, how harmful changes can be prevented and beneficial changes produced. (42 frames)

**427-22 — ATOMS AND MOLECULES.** Develops deeper understanding of elements. Defines atom and molecule, physical structure of gases, liquids, solids. How the formulae of compounds identify their component parts. Concepts are clearly illustrated through the use of color-keyed models of molecules. (46 frames)

Each Captioned Filmstrip $6.00

**427-SF — Set of 3 Captioned Filmstrips with Teacher's Guide**

## Introduction To Our Earth And Sun

*Full Color • Primary—Int.*

*Single Concept Approach*

Exact, full-color photographs and artwork present a wealth of information about the composition of our earth, the purpose and properties of air, and the relationship between the earth and the sun. Accompanying narrations are designed to facilitate single concept presentation of each segment that is introduced. Consultant: Dr. Edward Victor, Professor of Science Education, Northwestern University, Evanston, Ill.

**410-1 — OUR EARTH: LAND, WATER, AND AIR.** Discusses the major components of our planet Earth and describes common land and water formations. Shows the three layers of the earth's interior. Examines the kinds of rock making up the earth's crust and tells how each kind was formed. Gives examples of each . . . igneous, sedimentary and metamorphic. (59 frames, 11 minutes)

**410-2 — EARTH'S BLANKET OF AIR.** Demonstrates that air is all around us—in soil, water and living things. Analyzes the properties of air. Studies the compression of air and how it works for us. Effects of earth's air blanket on life are discussed. (59 frames, 11½ minutes)

**410-3 — HOW EARTH'S MOVEMENTS AFFECT US.** Compares the sizes of earth and sun and shows how sun's rays shining upon the turning earth produce day and night. Explains why sun seems to rise in east and set in west. Examines earth's rotation and how tilt and movement of earth give us our seasons. Compares seasons in northern and southern hemispheres and evaluates effect of direct and slanted sun's rays on earth. (59 frames, 13 minutes)

**410-SR — Set of 3 Filmstrips, 2 Records, 3 Teacher's Guides** . . . . . . .

## Understanding Our Earth And Universe

*Full Color • Int.—Jr. High*

Full color photographs and drawings introduce basic astronomy and explore the solar system. Single concept structure within the filmstrips and narrations facilitates understanding. Introductory frames introduce new vocabulary. Consultant: Dr. Edward Victor, Professor of Science Education, Northwestern University, Evanston, Ill.

**409-1 — HOW MAN EXPLORES SPACE.** Overcoming gravity. Rockets, rocket stages; a space capsule. (60 frames, 16 minutes)

**409-2 — OUR SOLAR SYSTEM.** From the 9 planets to the 31 moons and meteor particles. (54 frames, 13 minutes)

**409-3 — THE SUN AND ITS ENERGY.** How its heat gives earth energy. (50 frames, 12 minutes)

**409-4 — THE STARS AND OUTER SPACE.** Andromeda, galaxies, etc. (61 frames, 13 minutes)

**409-5 — THE MOON AND ITS RELATION TO THE EARTH.** (59 frames, 15 minutes)

**409-6 — THE EARTH AND ITS MOVEMENTS.** (53 frames, 12½ minutes)

**409-SR — Set of 6 Filmstrips, 3 Records, 6 Teacher's Guides** . . . . . . . . . . .

## Space And Space Travel

*Full Color • Intermediate—Jr. High*

Authentic analysis of the problems involved in getting man into space and in maintaining him there. Previews what space travel may be like in A.D. 2000. Penetrating questions within and at the end of each filmstrip help measure students' comprehension and stimulate discussion. Concise captions correlate with skillful illustrations. By John Sternig, Science Specialist, former Assistant Superintendent of Schools, Glencoe, Ill.

**484-1 — LEAVING THE WORLD.** Pictures man-made satellites recently launched. Explains development of rockets and rocket power, thrust, speed of release. Defines perigee, apogee, period, ellipse. (41 frames)

**484-2 — CURRENT EVENTS IN SPACE.** Explains function of satellites—information they collect. Covers first successful moon shot. Shows launching of satellite and how it stays in orbit, use of atoms in space study. (47 frames)

**484-3 — MAN IN SPACE.** Shows how men are being trained for outer-space trips. Obstacles — weightlessness, acceleration, temperature extremes, radiation. (47 frames)

**484-4 — SPACE TRAVEL A. D. 2000.** Nature of space, facts of astronomy. Relationship of time and distance to space travel. Forms of power. (52 frames)

**484-S — Set of 4 Captioned Filmstrips** . . . . . . . . . . . . . . . . . . .

## Astronomy

*Full Color • Intermediate—Jr. High*

Dramatic observatory photographs, drawings and diagrams explore and explain remote and abstract astronomy subjects. Subject matter is simply and vividly presented as students "tour" the universe. Discusses the moon and its relationship to sun and earth, solar system; speculates about life on heavenly bodies other than earth. Students are led to think concretely and logically about the vast and complex system of which they are a part. This series is designed to be used as supplement to leading science texts.

**427-14 — EARTH'S NEAREST NEIGHBOR.** The moon, its nature and relationship to earth. Measures needs of human body against moon conditions, possible situations facing first human explorer. (45 frames)

**427-15 — THE SUN AND ITS FAMILY.** Planets, asteroids, comets, meteors, meteorites, other elements of the solar system. Gravity, solar energy, seasons. Stresses requirements for life. (46 frames)

**427-16 — YOU AND THE UNIVERSE.** Earth as a member of a galaxy, nature and number of galaxies, light-year as a measure. (43 frames)

**427-17 — PICTURES IN THE SKY.** Constellations and their locations, finding first-magnitude stars. Understanding earth's rotation, summer and winter skies. (46 frames)

**427-SD — Set of 4 Captioned Filmstrips with Teacher's Guide** . . . . . . .

## Our Ever-Changing Earth *Full Color • Intermediate—Jr. High*

Each filmstrip is topically designed for use in whole or in part; text frames itemize concepts; vocabulary frames point out new words. Diagrams and questions clarify ideas.

**443-1 — WORK OF RUNNING WATER.** How valleys develop, effects of streams. (47 frames)

**443-2 — WORK OF WIND.** Abrasion, transportation, and deposition. (41 frames)

**443-3 — WORK OF GROUND WATER.** Water tables, caves, geysers, hot springs. (47 frames)

**443-4 — WORK OF THE SEA.** Coasts, waves, currents, spits, fiords, bars. (45 frames)

**443-5 — WORK OF SNOW AND ICE.** Explains two types of glaciers. (48 frames)

**443-6 — WORK OF INTERNAL FORCES.** Faulting, folding, vulcanism, etc. (50 frames)

**443-S — Set of 6 Captioned Filmstrips** . . . . . . . . . . . . .

## Development Of Drugs And Their Role *Full Color • Int.—Jr. High*

A new instructive approach to the study of drugs. Full-color, on-the-scene photographs and colorful artwork show students how different drugs are produced and where the drugs come from. An in-depth look at the responsibilities of today's physician in prescribing drugs to patients. Students gain insight into the drug problem and controls that are placed on drugs to protect the user. Excellent for classroom study and other guidance programs.

**563-1 — DRUGS AND YOUR HEALTH.** A basic lesson on the many types of drugs that are both legally and illegally produced. Shows how drugs can be life-saving medicine when properly prescribed or destructive to man's central nervous system when carelessly used. (Approx. 45 frames, 14 minutes)

**563-2 — BEHIND YOUR PHYSICIAN'S PRESCRIPTION.** An incisive filmstrip showing where drugs come from, how a physician learns about them, when they should be prescribed and to whom they should be sold. Provides good background for the student who thinks there are few, if any, controls on drugs. Also looks at the dangers, both legal and physical, of getting prescription drugs from someone other than a physician. (Approximately 45 frames, 15½ minutes)

**563-SAR — Set of 2 Filmstrips, 1 Record, 2 Teacher's Guides** . . . . . . . . .

## LIVING IN AMERICA TODAY

*Full Color Photographs • Accurate Maps and Diagrams*
*Concise, Pertinent Captions • Intermediate—Jr. High*

This popular series of 18 captioned filmstrips presents a comprehensive coverage of our 50 states. Sparkling, full-color photographs vividly portray the people at work and play – show important industries, commerce, recreation, and natural beauty of our 50 states. Also features maps and diagrams. Instills a deep appreciation of the vastness of America.

### The West *Full Color Photos • Int.—Jr. High*

**270-17 — THE PACIFIC NORTHWEST.** Industrial and agricultural activities, natural scenic attractions of Washington and Oregon. (58 frames)

**270-18 — CALIFORNIA.** Productive valleys and coast lands. Ship-building, movie making industries. Landmarks. (52 frames)

**270-19 — THE INTERMOUNTAIN WEST.** Grazing lands and scattered irrigated farms in desert. Grand Coulee and Hoover dams. (50 frames)

**270-20 — WESTERN PLAINS AND ROCKY MOUNTAINS.** Introduction of contour planting. Farm crops, cattle, petroleum and natural gas. (55 frames)

Each Captioned Filmstrip

**270-SE — Set of 4 Captioned Filmstrips**

### The Pacific Frontier States, Alaska and Hawaii

*Full Color Photos • Int.—Jr. High*

Familiarizes students with the geography, natural resources, scenic wonders and ways of living in our two newest states.

**270-33 — ALASKA, OUR NORTHERNMOST STATE.** Shows topographical variations and how settlers adapt to them, from the farmlands in the south to the survival conditions in northern tundra. (60 frames)

**270-34 — HAWAII, OUR ISLAND STATE.** Rich in scenic beauty, these volcanic islands count tourism a major industry. Fishing, agriculture, grazing are vital industries. Hawaii's military importance. (54 frames)

### Communities Around The World · *Intermediate*

A warm-hearted approach to Social Studies, Geography. Materials originally compiled by students and teachers in other countries. Students "visit" the school and surrounding community, see homes where children live and learn about their fathers' work. Commentaries in English on banded records are made by students and teachers and interpreted or commented on by skilled narrator.

#### Group 1

**284-1 — HOW PEOPLE LIVE IN SOEST AND FRANKFURT, GERMANY.** (57 frames, 15 minutes)

**284-2 — HOW PEOPLE LIVE IN PERTH AND BRISBANE, AUSTRALIA.** (59 frames, 14 minutes)

**284-3 — HOW PEOPLE LIVE IN PLYMOUTH AND SHEFFIELD, ENGLAND.** (47 frames, 13 minutes)

**284-4 — HOW PEOPLE LIVE IN STAVANGER, NORWAY & TURKU, FINLAND.** (44 frames, 10 minutes)

**284-5 — HOW PEOPLE LIVE IN KANO, NIGERIA AND NAIROBI, KENYA.** (53 frames, 13 minutes)

**284-6 — HOW PEOPLE LIVE IN CARDIFF AND SWANSEA, WALES.** (64 frames, 15 minutes)

Each Filmstrip with Teacher's Guide

**284-SAR — Set of 6 Filmstrips, 3 Records, 6 Guides**

#### Group 2

**284-7 — JAPAN: HIROSHIMA AND OSAKA.** (52 frames, 10 minutes)
**284-8 — GERMANY: THE MIDDLE RHINE REGION.** (55 frames, 12 min.)
**284-9 — INDIA: A UNIQUE TIBETAN COMMUNITY.** (46 frames, 13 min.)
**284-10 — SCOTLAND: JEDBURGH AND PAISLEY.** (50 frames, 16 min.)

### The South

*Full Color Photos • Int.—Jr. High*

**270-9 — RESOURCES AND MANUFACTURING INDUSTRIES.** Population and area in figures and percentages. Variety of natural resources; hydroelectric power from Tennessee Valley dams; the "New South." (60 frames)

**270-10 — AGRICULTURE.** New crops, mechanization, scientific farming. Level land, ample rainfall, long growing season bring bountiful harvests. (63 frames)

**270-11 — SUBTROPICAL COASTAL LANDS.** A colorful, realistic description and explanation of differences in living from North Carolina to Key West, and from Jacksonville to New Orleans. (58 frames)

**270-12 — SOUTHERN INTERIOR UPLANDS.** Treats the Upland area from the Appalachian region of Georgia and the Carolinas to the Ozarks and the Texas plains. (52 frames)

### Northeastern United States

*Full Color Photos • Int.—Jr. High*

**270-5 — LIVING IN NEW ENGLAND.** Geographical and physical factors. Shows natural environmental conditions early colonists encountered; how region developed; regional occupations; tourist industry. (49 frames)

**270-6 — FIVE GREAT CITIES.** Descriptions and explanations of New York, Boston, Philadelphia, Baltimore and Washington. Their greatness and their differences. (45 frames)

**270-7 — VALLEY REGIONS OF THE NORTHEAST.** Goods and people moving from the Atlantic Ocean to the interior take three major routes: Hudson-Mohawk, St. Lawrence Seaway, Pennsylvania Turnpike. (47 frames)

**270-8 — WHERE EAST AND SOUTH MEET.** Different agricultural landscapes on the Atlantic Coastal Plain, the Piedmont and the Appalachian Mountains, Chesapeake Bay area. (49 frames)

### The Middle West

*Full Color Photos • Int.—Jr. High*

**270-13 — THE CORN BELT.** How corn is grown, harvested, and stored. Maps elucidate topography, growing season, rainfall differences throughout the country. (51 fr.)

**270-14 — THE WHEAT BELT.** The complete story of wheat. Color photos show latest machinery, harvesting, and grain elevators. Weather features. Difference between spring and winter wheat. (45 frames)

**270-15 — THE DAIRY AND FOREST REGION.** Dairy farms, cattle, and modern dairy methods are portrayed. Shows how trees are felled, cut, and transported to the mill; how paper is made. (52 frames)

**270-16 — CITIES AND COMMERCE.** Depicts the characteristics of the Midwestern cities; their people, industries, and commerce. Shows importance of water transportation, power, and raw materials. (55 frames)

## Central America And The West Indies Today

*Full Color • Intermediate—Jr.-High*

Full color photos and maps provide students with an insight into contemporary life of these areas. Shows social, industrial, agricultural progress. Accompanying narration is banded into single-concept segments.

**271-1 — GUATEMALA AND EL SALVADOR.** Students meet inhabitants of these republics and see how they live and work. (57 frames. 15 min.)
**271-2 — HONDURAS, NICARAGUA, AND COSTA RICA.** Shows rural and urban points of interest; coffee plantation, volcano. (62 fr., 16 min.)
**271-3 — PANAMA.** Highlights Panama's history, industry and urban life. Also contains entire section on Panama Canal. (56 fr., 16½ min.)
**271-4 — JAMAICA, DOMINICAN REPUBLIC, PUERTO RICO, AND TRINIDAD.** Contrasts tropical beauty with new industry. (56 frames, 16 minutes)

Each Filmstrip with Teacher's Guide
**271-SR — Set of 4 Filmstrips, 2 Records**

## Living In South America Today

*Full Color • Intermediate—Jr. High*

Superb, full-color photographs and recorded narration render an up-to-the-minute account of life in South America. Emphasis is given to history, geography, resources, industry, living conditions and agriculture. Differences and similarities between the countries, early Spanish influences, are absorbingly portrayed. Maps depict major features of each region.

**272-1 — NORTHERN SOUTH AMERICA COLOMBIA, VENEZUELA, AND THE GUIANA LOWLANDS.** (49 frames, 16 minutes)

**272-2 — THE ANDEAN HIGHLANDS — ECUADOR, PERU, BOLIVIA.** (47 frames, 15 minutes)

**272-3 — THE AMAZON BASIN.** (43 frames, 14 minutes)

**272-4 — THE BRAZILIAN HIGHLANDS.** (51 frames, 17 minutes)

**272-5 — THE RIO DE LA PLATA COUNTRIES — ARGENTINA, URUGUAY, AND PARAGUAY.** (44 frames, 12½ minutes)

**272-6 — CHILE.** (42 frames, 13 minutes)

Each Filmstrip with Guide
**272-SR — Set: 6 F/S, 3 Records**

## Living In Mexico Today Ⓖ

*Full Color • Intermediate—Jr. High*

Full-color location photography, supplementary maps and narration provide a comprehensive and engrossing study of Mexico. Utilizes the new approach to social studies by interweaving geography, history, anthropology, and economics.

**273-1 — NORTHERN MEXICO AND THE CENTRAL HIGHLANDS.** Early civilizations—Aztec, Spanish; mountain villages; industrial centers; farming; semi-arid areas. (45 frames, 16 minutes)

**273-2 — THE HISTORICAL TRIANGLE—MEXICO CITY, CUERNAVACA, AND PUEBLA.** Mingling of Aztec, Spanish, and modern-day ways of life in three major cities. (36 frames, 14 min.)

**273-3 — TAXCO, A SPANISH COLONIAL CITY.** An ancient city, now preserved as a national monument. (35 frames, 11 minutes)

**273-4 — SOUTHERN MEXICO, THE LOWLANDS, AND THE YUCATAN PENINSULA.** Mayan, Spanish influences on various areas—rugged mountains and fertile coastal plains where agriculture and tourism flourish. (34 frames, 12 min.)

Each Filmstrip with Guide
**273-SR — Set of 4 Filmstrips, 2 Back-to-back Records, 4 Guides**

## Canada: Regions And Resources

*Full Color Photos • Intermediate—Jr. High*

This set of four filmstrips presents a comprehensive overview of the Canadian provinces. Portrays the people at work and play—features important industries.

**270-21 — BRITISH COLUMBIA AND THE YUKON.** Canada's West is important for its salmon, lumber and mining. Tourists visit national parks and Victoria. (45 frames)

**270-22 — PRAIRIE PROVINCES AND NORTHWEST TERRITORIES.** Wheat belt; rich mineral deposits. (51 frames)

**270-23 — ONTARIO AND THE ST. LAWRENCE SEAWAY.** Leading industrial province and urban center. Seaway opened Great Lakes to world trade. (48 frames)

**270-24 — QUEBEC AND THE ATLANTIC PROVINCES.** From Quebec, the oldest and largest province in Canada to Newfoundland, the newest and easternmost. (52 frames)

Each Captioned Filmstrip

**270-SF — Set of 4 Captioned Filmstrips**

## How Shall We Live?

Series No. 1710

**A Teen-age Discussion Series**

Challenging problems in getting along with others are visualized in COLOR, encouraging students to "talk it over." Through discussion, young people are helped to formulate and apply right principles in their daily living. (Average length about 45 frames or 7 minutes.)

1. **Leading and Following**
2. **Feelings about Others**
3. **Choosing**
4. **Giving and Taking Advice**
5. **The Way We Look at Things**

Discussion series contains five 35mm filmstrips with three 33-1/3 r.p.m. correlated records and five Meeting Manuals.

## Using & Understanding Numbers — Per Cents & Percentage, Applications

*Full Color • Intermediate—Jr. High*

Original color drawings with captions correlate per cents with familiar situations. Illustrates meaning of the relationship of per cent to decimals and fractions. Encourages the practical application of per cents. By Joseph J. and Francesca L. Urbancek.

**539-1 — MEANING, UNDERSTANDING OF PER CENT; PERCENTAGE.** (41 frames)

**539-2—BUYING AND SELLING-APPLICATIONS OF PER CENT.** (46 frames)

**539-3—COMMISSION—MEANING AND APPLICATION.** (48 frames)

**539-4 — INTEREST-BORROWING AND INVESTING.** (59 frames)

**539-5 — INSURANCE.** (57 frames)

**539-6 — STATE AND LOCAL TAXES.** (52 frames)

**539-7 — FEDERAL TAXES.** (47 frames)

## Foundations For Occupational Planning

*Full Color • Int.—Jr. High*

This meaningful set of captioned filmstrips helps students evaluate their own individual characteristics and relate them to the world of work. By Walter Lifton, Ph.D., Rochester (New York) Public Schools.

**778-1 — WHO ARE YOU?** Shows and describes how the unique characteristics of each individual person contribute something valuable to society. (37 frames)
**778-2 — WHAT DO YOU LIKE TO DO?** Shows how individual interests, hobbies have different meanings for different people; outlines value of diversity of interests. (35 frames)
**778-3 — WHAT IS A JOB?** The values, characteristics and attitudes connected with different jobs. Describes various jobs and their aspects for viewers. (41 frames)
**778-4 — WHAT ARE JOB FAMILIES?** Shows how jobs are grouped according to interests and industry, training and aptitudes. (36 fr.)
**778-5 — WHAT GOOD IS SCHOOL?** Emphasizes the importance of doing well in school for success in later life. Stresses mathematics, science, social studies, languages. (32 frames)

Each Captioned Filmstrip

## Our Heritage Of American Folk Music *Full Color • Intermediate—Jr. High*

Folk songs significant in America's musical and historical development . . . plus beautiful artwork portray our vast heritage, reflect the lives and times of the people who pioneered and developed our nation. Ken Nordine, of TV and Radio, narrates the story of each song and of the people who first sang it. Win Stracke, noted folk singer, sings and plays the guitar as words of the songs appear on the screen for group singing. Author: Marvin David. Produced cooperatively with Burt Munk & Co. *Correlates with Social Studies programs on American History.*

### Group 1

**681-1 — SONGS OF THE SEA.** How singing eased the labor and loneliness of seafaring men in the days of sail. *Haul Away, Joe; Blow the Man Down, Rio Grande, Shenandoah.* (46 frames, 13¾ minutes)

**681-2 — SONGS OF THE COWBOY.** Trials and longings of America's cowboys. *The Old Chisholm Trail, Git Along Little Dogies, Jesse James, Night Herding Song, The Colorado Trail.* (56 frames, 15 minutes)

**681-3 — SONGS OF THE MOUNTAINS.** How settlers in the southern Appalachians adapted their old songs to their new lives. *The Deer Chase, Barbara Allen, Old Smokey, Old Joe Clark.* (51 frames, 13 minutes)

**681-4 — SONGS OF THE PLAINS.** Lives and work of the pioneers pushing Westward. *On the Banks of the Lovely Ohio, State of Elanoy, Oleana, Sweet Betsy from Pike.* (49 frames, 13¾ minutes)

**681-5 — SONGS OF THE RAILROAD.** Lives of the men who built and ran the railroads. *Drill Ye Tarriers, Drill; Big Rock Candy Mountain, Casey Jones, This Train Is Bound for Glory.* (56 frames, 15 minutes)

**681-6 — SONGS OF THE CIVIL WAR.** *For Lincoln and Liberty, Dixie, Tenting on the Old Camp Ground, Eating Goober Peas, The Battle Hymn of the Republic.* (50 frames, 13½ min.)

**681-SAR — Set: 6 F/S, 3 Records . . . . .**

### Group 2

**681-7 — SONGS OF THE AMERICAN REVOLUTION.** History in dramatic narrative and song. *The Ballad of the Boston Tea Party, In the Days of '76, Yankee Doodle, Free America.* (51 frames, 13 minutes)

**681-8 — SONGS OF THE OLD SOUTH.** Portrays life on the plantation as it is reflected in such songs as *Old Folks at Home, Mister Rabbit, The Blue-Tail Fly.* (54 frames, 14 minutes)

**681-9 — SONGS OF PIONEER MID-AMERICA.** Legends, humor, toil that went into settling the Midwest. *The Erie Canal, The Sow Took the Measles, Red Iron Ore, The Frozen Logger.* (55 frames, 16 minutes)

**681-10 — SONGS OF THE WESTERN FRONTIER.** Songs of the miners, homesteaders, cowboys. *Clementine, The Little Old Sod Shanty, Don't You Marry Those Texan Boys, Acres of Clams.* (54 frames, 17 minutes)

**681-11 — SONGS OF THE MISSISSIPPI VALLEY.** Portrays songs of work and play on the Mississippi. *Boatman Dance, Buffalo Gals, Saro Jane, Mark Twain, Oh! Susannah.* (53 frames, 15½ minutes)

**681-12 — SONGS OF THE OLD SOUTHWEST.** Conflict and cattle inspired these songs. *The Texas Rangers, Santy Anno, The Streets of Laredo, Green Grows the Laurel.* (55 frames, 16½ minutes)

**681-SBR — Set: 6 F/S, 3 Records . . . .**

## Developing Skills In Music *Full Color • Primary—Intermediate*

Presents the fundamentals of music . . . instills an understanding and appreciation of music. Translates rhythmic beats into notation; emphasizes rhythm, note values and recognition, musical staff and symbols, time and key signatures, scale patterns and other reading devices. Author-consultant: Earlene E. Burgett, B.M.E., M.M. vocal supervisor, Evanston, Illinois public schools, and Instructor in Music Education, Northwestern University.

### Group 1

**678-1 — RHYTHM, THE QUARTER NOTE, AND THE HALF NOTE.** Introduces rhythms in everyday life—phone ringing, walking and marching paces. Relative values of quarter and half notes. (47 frames, 14 minutes)

**678-2 — MEASURES, WHOLE NOTES AND EIGHTH NOTES.** The piano, recorder and brasses are introduced for additional note values and rhythm patterns, measures and bar lines. (45 frames, 14 minutes)

**678-3 — DOTTED NOTES AND RESTS.** Contrasts even and syncopated rhythms. Shows time value of dot. Introduces violin, xylophone and piano. (50 frames, 14 minutes)

**678-4 — TIME SIGNATURES & THE ACCENT.** Shows how accented notes help keep the rhythm. Introduces time signatures. Piano and orchestrated march tunes are used to dramatically demonstrate the rhythms and beats. (41 frames, 14 minutes)

**678-SAR — Set: 4 Filmstrips, 2 Records,**
**Teacher's Guide . . . . .**

### Group 2

**678-5 — THE STAFF & ITS NOTES.** History of the notes and staff. Meaning of clef signs, tone names, rest signs. Examples of ancient Greek music, incantation, plainchant, Bach chorale are played and sung. Viola, cello, piano are used. (54 frames, 21 minutes)

**678-6 — MAJOR AND MINOR SCALES, ACCIDENTALS AND CHROMATICS.** Introduction to the moods of music. Scale patterns for major and minor modes. Features a Chopin composition. (56 frames, 16 minutes)

**678-7 — KEY SIGNATURES.** Shows their meaning and relation to scales. Familiar songs demonstrate their significance. Discusses sharps and flats. (54 frames, 17 minutes)

**678-8 — INTERVALS & PHRASES.** The study of intervals, melodic line and grouping of notes into phrases. Piano and clarinet illustrate intervals in familiar compositions. (58 frames, 19 minutes)

**678-SBR — Set: 4 Filmstrips, 2 Records,**
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# slide & guide slidesets

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**SG-27S — WHAT IS A PLANT FAMILY?** — Includes: May Apple • Columbine • Water Lily • Trout Lily • Day Lily • Lily of the Valley • Tiger Lily & details: leaves & stem, stamen & petals, stigma (4) • Roadside Composite • Canadian Thistle • Goat's Beard • Russian Sunflower: flower heads, seeds (4) • Wild Sweet Pea • Round-leaved Orchids • Amaryllis.

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# records

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**Getting To Know The Hospital**
**Getting To Know The Fire Station**
**Getting To Know The Supermarket**
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